

The **CLEARING HOUSE**

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Vol. 26

No. 3

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Their Hates

**A JOURNAL for MODERN
JUNIOR and SENIOR HIGH SCHOOLS**

The Clearing House

A journal for modern junior and senior high schools

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Editorial and General Office: 207 Fourth Avenue, New York 3, N.Y.

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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,500 to

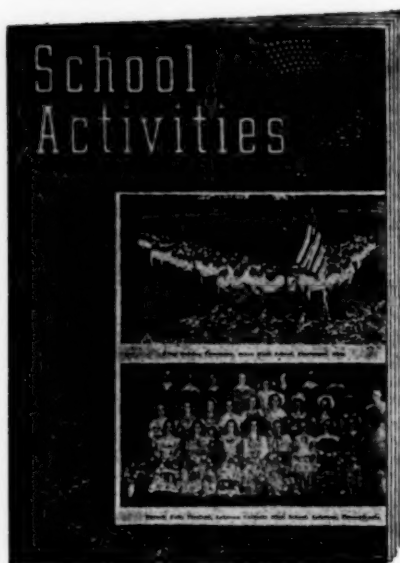
2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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The New English SECONDARY SCHOOLS

Observations on a "new deal" in education

By JOEL B. MONTAGUE, JR.

DURING THE past year the writer has had the opportunity, in the course of carrying out a research project, of visiting and working in a large number of secondary schools in the Greater London area. This brief article is not an attempt to explain the new educational system in England, but rather to report some personal observations and to call attention to a few major problems which confront not only the educational authorities, but also the society as a whole.

The new schools are a result of the Education Act of 1944. Briefly, this Act replaced the former dual division of public education—elementary and higher education—with a three-stage system—primary, secondary, and "further education." This is the most important aspect of the new system, in which the educational process is for the first time regarded as a continuous one through which all children and young people will pass.

The Act also raises the period of compulsory school attendance from 5-14 years to 5-15 years (1947), and eventually to sixteen; it requires local authorities to provide nursery schools for infants from the ages of 2 or 3 to 5; new standards of school building construction are prescribed; "county colleges" are to be established; full-time

and part-time vocational training is expanded; a new or expanded welfare program, including free milk in school for all children; noon meals for a minimum charge (approximately 7 cents, and free in case of need), and medical examinations, is included. All schools not receiving public funds must be registered with the Ministry of Education, and are inspected by H.M. (His Majesty's) Inspectors.

The basic objective of the Act is to provide the kind of public-school facilities by which each child may profit most in accordance with his capacity and ability. Emphasis is placed upon providing free public secondary education for all children between the ages of eleven and fifteen. To implement this the secondary schools are divided into three types: Grammar, Modern, and Technical.

Under the old system, entrance to Grammar School was by fee or by competitive examination for a limited number of "free places." The Modern School was preceded by an extension of the public elementary school. Technical Schools are now publicly supported.

In our terms, this means that there are three kinds of high schools in England, located at different places, in different buildings, in the local community or district. All

communities, however, do not have all three types at present. Furthermore, there are usually separate schools for boys and girls. When boys and girls share the same building, as sometimes occurs, all classes are separate, although they may or may not play together during play periods.

These three types of schools are roughly comparable to our three high-school curriculums—college preparatory, general, and vocational.

In addition to the wholly public system mentioned, there are a variety of other "secondary schools." Classified by kind and amount of public support, they are: provided and aided, direct grant, private and church schools, and the "Public (private) Schools."¹ There are also a variety of private elementary and infants' schools. In addition, both public and private experimental schools exist. None of the schools mentioned, except a few experimental schools, is coeducational.

Which children go to which schools? This is a difficult question to answer, because the situation is changing and comprehensive statistics are not available. In general, children are selected for the regular public secondary schools by competitive examination at the age of eleven. The examination is a combination of I.Q. test and tests of academic achievement. Also, the child's record in primary school is supposed to be taken into consideration. A child may have a second chance and transfer from one school to another as provided for. However, relatively few transfers take place.

The children attaining the highest scores on these examinations (in London, approximately 120 I.Q. and above) go to the Grammar Schools. The rest are divided between the Modern and Technical Schools, or they go to some type of private or semi-private school.

¹ The name "Public School" designates a privately financed school, such as Eton, Harrow, Rugby, etc., as well as a large number of other schools operated by private individuals or corporations. For "Public" read: private.

In England, the kind of secondary school one attends has been, and still is, very important. One of the writer's English friends recently remarked, "If a boy does not pass his Scholarship Examination, he is finished." This is not true, of course, as it is theoretically possible for boys graduated from Modern Secondary Schools to enter a university. More frequently, if they continue their education, they will go to county colleges or to some kind of technical college as either part-time or full-time students. They are prevented from entering the universities because the curriculums of the Modern and Technical Schools normally do not provide them with the prerequisites necessary for entrance to the leading universities.

The prestige order of the various secondary schools is not difficult to discern. From highest to lowest, it is: (1) the old "Public Schools," (2) other "Public Schools" with tradition and reputation, (3) Grammar Schools, (4) Modern Schools, and (5) Technical Schools.

Only the well-to-do, roughly upper middle class and above, can afford to send their children to "Public Schools." Thus the competition for "Grammar School places" is extremely keen. Middle-class parents and many parents of the working class, in their desire to insure their children's entrance to a Grammar School, exert terrific pressure on them to pass the inevitable and all-important Scholarship Examination. In the thinking of a very large portion of the population, it is only by attending a Grammar School that the child can "amount to anything." For the working class, attendance at a Grammar School represents a definite step in the process of upward mobility.

Some parents begin worrying about this examination when the child is still in the Infants School. Some, if only by great financial sacrifice, send their children to private schools from the very beginning and thus avoid the whole problem. Or, if a child "fails" the examination (one who does not

achieve a high enough score to be accepted in a Grammar School is considered to have failed), in many cases the parents withdraw him from the public-school system and send him to a private school. This action is of course dependent upon their ability to pay for it.³ The psychological problem which has developed in relation to the present examination system is quite serious for both children and parents.

In some sections of London, the Grammar Schools are made up largely of working-class children and, indeed, this is the first time in England's history that a large number (but still a small proportion) of the children of working-class families have attended Grammar Schools. At the same time, however, the Secondary Modern Schools are almost completely working class.⁴

It seems to the writer that people in England are rather level conscious. Now that the Grammar Schools are "being invaded by the lower classes" there is some indication that a portion of the upper middle class, who previously would have been pleased to send their children to a Grammar School, are now sending them to "Public Schools," which are safe from the contamination of the working class. At the same time, however, as a result of high income taxes and death duties, some of the previously wealthy group now feel that they cannot afford to send their children to the old "Public Schools" and, with some misgivings, are having to send them to Grammar Schools.

In addition to the prestige differences between the three types of public secondary

EDITOR'S NOTE

As part of a research project in London, Dr. Montague recently worked in a large number of the new English secondary schools in the Greater London area. He thought CLEARING HOUSE readers would be interested in what he observed about the three-branched secondary-school system which was brought into being by the Education Act of 1944. The English are embarking upon the "mass secondary education" which was well advanced in the U. S. in the 30's, but is still giving us a headache. And while we grappled with our whole problem head-on, the English seem first to have divided theirs into three parts. Whether this is good strategy, or whether they will have three headaches instead of one, remains to be seen. Dr. Montague is assistant professor of sociology at State College of Washington, Pullman, Wash.

schools, there are other important differences. Generally speaking, the Grammar Schools at present, in London, have better physical plants and equipment and also have superior teachers. At least the teachers have more education than those in the Modern and Technical Schools. As it was once put to the writer, "The Grammar School teachers are educated, whereas the Modern School teachers are trained." This statement refers to the fact that the first have university degrees in academic subjects and the second have only certificates from teacher-training institutes. This is not strictly true, as it is now not uncommon to find teachers with degrees throughout the secondary schools.

However, the same prestige scale functions for teachers as for students. Primary and secondary-school teachers seem to have less social status in England than in the United States. Among secondary-school teachers, those who teach in Grammar Schools have a distinctly higher social status

³ Certain private schools recruit most of their students from this group. This does not apply to the old "Public Schools," which have very high scholastic standards.

⁴ This condition, of course, is a result of the examination system. The I.Q. is a function of social class. It is well known that the I.Q. score is related to the experience of the child, and inasmuch as social class limits social participation, the scores of the working class are apt to be lower than those of the "upper classes." Also, most I.Q. tests have been validated on middle-class school populations.

than that accorded to other secondary teachers.*

In addition to these problems, teachers' salaries are relatively low, although a strong union organization exists and there is a shortage of well-trained teachers. Furthermore, there is overcrowding and the use of antiquated buildings and equipment. For example, the writer has been in secondary schools in London built following the Act of 1870 (the law which made it obligatory for elementary schools to be provided), which were constructed with an open fireplace in each room. Modern heating has since been installed, but the old fireplaces give some idea of the vintage of a large number of buildings. I also observed a hand-operated rip saw and pedal-operated lathe in use in a wood shop, although electrical equipment was also used. Most schools, old and new, seem to utilize the radio—with speakers in each room—and also make considerable use of visual aids. The British Broadcasting Company offers a variety of educational programs at various levels of instruction, designed for the schools, which they are free to use or not as they see fit.

It should be kept in mind that the educational system is in a period of transition. It is operating under the difficulties of short supply of building materials, short supply of teachers, and a rather rapidly increasing supply of students. It is also operating under the handicap of the influence of a traditional class society which had developed a secondary educational system based not on the needs of the masses of the population, but rather as a mechanism for the perpetuation of the interests and power of the ruling class. The "Public Schools" still embody this class philosophy, although the actual power situation in the society has been drastically altered.⁵

* Practically all teachers in secondary schools are men. Their low status is a reflection of the fact that in the past very few of them had a college education. They were not considered to be intellectuals, as were the university lecturers.

The general public is aware of these and other educational problems now confronting the nation. The Labour Party is particularly concerned with existing problems and with continuing the process of democratizing the schools.

The new system is a step in the right direction, despite all the difficulties which accompany it. The present examination system at the age of eleven, and the emphasis which is apparently put on intelligence tests, are, it seems to the writer, undesirable. The prestige system is, of course, regrettable, but it can only be remedied by a major social reorientation, which would result in the redistribution of status honor. Whether or not the further socialist organization of the State will bring about such a redistribution of prestige is an open question. According to its own ideology, it should move in that direction.

Mr. George Tomlinson, Minister of Education, has stated in the House of Commons that he does not envisage any uniform system of secondary-school organization over the country as a whole. He says that he welcomes a variety of approaches to "the new problem of secondary education for all." There is some support in the Labour Party for what is called the "comprehensive school." This would be somewhat comparable to our high school, organized to meet the needs of all children in a given area. The London County Council, which has a majority of socialists, has in fact two or three schools of this type now in operation.

A similar type, which is being tried experimentally, is the "multilateral school." This includes the three curriculums but keeps them as separated and well-defined streams. Other experimental organizations

⁵ A study of a representative sample of the population in England and Wales indicates that, during the past 50 years, 85.6 per cent of the people received their education in public elementary and extended elementary schools; 12.1 per cent, in Grammar Schools; and 2.3 per cent attended "Public Schools." The study is part of the unfinished Nuffield Foundation Research project, London School of Economics.

are also being tried. The question of co-education is open, but its acceptance is definitely hindered by tradition. The writer, in his experience here, has never talked with anyone—headmaster, teacher, student, or member of the general public—who favored coeducation.

What occurs to the writer from his experience in England is that just because we in the United States have the three curriculums under one roof is no reason for complacency about problems related to social status differences in our high schools. Some educational revisionists in England seem to think that they would solve all their problems by initiating the comprehensive school and thereby forcing students from various status levels to associate with one another. The writer would not deny that such association would probably

be desirable, but he is also aware that it cannot be forced. In some of our high schools there is as much social distance evidenced in clique associations and in some student organizations as is found between schools in the English system.⁶

Educators in the United States must make use of all the knowledge and all the techniques at their command in order to make the most of the positive democratic values which may be derived from free association of all the children of the community and thus prevent the danger of developing the equivalent of the status-ridden English schools under one roof in America.

⁶ See, among others, Bernice L. Neugarten, "Social Class and Friendship among School Children," *American Journal of Sociology*, Vol. LI, No. 4 (Jan. 1946), pp. 305-13; and A. B. Hollingshead, *Elm-town's Youth*, John Wiley and Sons, New York, 1949.



Teaching Controversial Issues: NCSS Committee's Advice

The teacher has responsibilities both to his students and his community in the handling of controversial issues:

1. To present or to permit the presentation of significant current questions by the class. Such questions should be considered in the light of their suitability for the age level and the community.
2. To help students obtain an adequate quantity and variety of materials representing all sides of the question.
3. To help students form their own working questions, pursuit of which will lead to greater understanding of the problem.
4. To call attention to the case for unpopular causes if necessary to assure a well-rounded consideration of the question. Points of view should be associated with their sponsors rather than with the authority of the teacher.
5. To help students distinguish between fact and opinion, and to form their opinions from the available facts rather than to look for facts to support a preconceived opinion.
6. To help students discover common goals and areas of agreement while recognizing that the

generalizations and conclusions of individual students need not be alike.

7. To encourage students to make up their minds on the issue, rather than to remain in a state of indecision. Open-mindedness and willingness to change a conclusion should be recognized as an essential of critical thinking.

8. To exemplify good social behavior in a controversial situation. "In the heat of discussion it is important that the teacher shall be the most willing to hear another out, the least willing to point the finger of scorn at an unpopular position; the most willing to explore to the very bottom any position which may be taken; the most willing to examine critically his own position; the fairest, the coolest, the most factual person in the discussion."

9. To keep in mind his purpose: the development of informed and responsible citizens.

10. To "refrain from using his classroom privileges to promote partisan politics, sectarian religious views, or selfish propaganda of any kind."
—From report of the Committee on Academic Freedom, National Council for the Social Studies, in *Social Education*.

Washington High guides pupils toward **SCHOLARSHIPS**

By
LOUISE EDNA GOEDEN

MARGARET WILSON was the oldest in a family of five children. She had entered Washington High School, Milwaukee, Wis., with an outstanding record from her junior high. Of course she wanted to go to college. Her blue eyes lighted with excitement at the idea presented by her class counselor. But then they clouded again.

"I've four younger brothers and sisters. And my dad doesn't make much money. I guess there's not much chance of my going," she explained. "But all my life I hoped I could study to be a physical therapist."

Margaret's counselor, glancing over the record before her, nodded. "No reason why you shouldn't have your chance. Why don't you drop in to see Mr. Johnson in the next office? He's director of scholarships for the school and can tell you what chance there is for you to get one."

That conversation had been held early in Margaret's senior-high-school career. Today Margaret is in college, studying physical therapy. Through the scholarship department of Washington High, Margaret learned of possible scholarships in her field. The director suggested she take the College Board exam, through which she had the chance to win a certain amount annually during a four-year college term. He arranged for teachers in school to coach Margaret in English and math. So Margaret is on her way to the career she wanted.

This is only one of the many "success" stories on file in the Washington High scholarship department. It explains why students and faculty alike look upon the department with such favor. Perhaps it explains, too, why at least ten per cent of

the students seek information from it.

The idea for this project came from the principal of Washington High. In his own words: "The position of director of scholarships was created in order to establish a central office where all literature on scholarships would be gathered, evaluated, and classified, and to develop an authority on these matters, and to make available to the students one definite place and one especially qualified teacher. What has been said for the students applies with equal force to the faculty."

The program on scholarships begins when a pupil enters Washington, which is a senior high school. In his School Handbook, which he buys immediately, is a complete section called "College Scholarships." This explains that over 85 per cent of Washingtonians plan to continue schooling beyond high school. Two kinds of possible assistance are outlined for students: scholarships, which are definitely a recognition of high academic achievement plus leadership and good character; and grants-in-aid, made to worthwhile students who can profit from a college education but who do not rank in the highest group scholastically in their high-school graduation class.

The Handbook further points out a course of action the pupil should follow during his high-school career to work for a scholarship. This includes such points as:

1. Certainty by the student that he wishes to go to college and that he needs financial assistance.
2. Decision as early as possible as to type of school to attend.
3. Knowledge of admission requirements

for type of school chosen so high-school courses can be geared accordingly.

4. Early registration with homeroom teacher, class counselor, and scholarship director.

5. Constant checking of scholarship bulletin board and other materials available.

6. Conferences with scholarship director to keep up to date on opportunities.

7. Participation in extracurricular activities, such as sports, publications, clubs, and student service, to develop leadership qualities.

8. Constant reading of newspapers and periodicals as a background of general culture and source of scholarship opportunities publicized there.

9. Definite planning from first year at Washington for obtaining a scholarship.

Certainly with such an outline of procedure, it is no wonder that each year the scholarship department increases the number of students on its list of successful candidates for college help!

In addition to material in the Handbook, pupils are also given an opportunity to register for information. This blank includes information on financial aid necessary, scholastic achievement, academic fields in which strongest and weakest, special interests, type of college preferred and section of country, school activity and service record, and work record. With this material as a basis, the scholarship director is in a good position to direct a pupil to the best possible college for his special purpose.

Teachers are also alerted as to ways in which they can help their young charges to prepare for scholarship aid.

Mention has been made of the scholarship bulletin board. Here are posted announcements and posters sent to the school by colleges and universities. Additional information is always ready for a student in the scholarship department office, and he is given college-entrance catalogues with scholarship sections marked.

Should no material be available for a

certain school, the director will write for it or suggest the inquiring pupil write. He also tells the student when college or Armed Service representatives visit the school so the pupil can talk to them.

Then, as in Margaret's case, individual teachers help a pupil in preparing for special exams. The student may read some such book as *How to Prepare for College Entrance Examinations*.

Finally, the director is always glad to write letters of scholarship recommendation for able pupils who are applying for scholarships. He also gives scholarship tests sent out by societies or companies.

The results of all this careful preparation have been most heartening. The scholarship department has existed for over two years, and the number of students who make use of it—and who have found college possible through it—grows each semester.

As Director Johnson says, "The readiness and frequency with which students have come to the department for answers to their questions on scholarship opportunities and their keen appreciation when the desired scholarships have been won are convincing proof that the service is worthwhile."

EDITOR'S NOTE

In the office of the director of scholarships at Washington High School, Milwaukee, Wis., all available literature on scholarships and other financial aids to a college education are collected and organized. From the time that students first enter the school, they are made aware of the guidance the scholarship department can give them if they need financial aid to go to college, and are helped to plan their whole high-school careers so that they will merit such assistance. Nowadays a large proportion of college students need financial help to continue their educations—and this school is doing its part to see that its students get their share. Miss Goeden teaches in the school.

A Plan for Overhauling the ENGLISH DEPT.

By

FRANK M. DURKEE

MORE AND MORE educators are coming to realize the need for improving the quality of instruction in English in the public schools, especially by reducing the load of English teachers, so that they can give more emphasis to written composition and individualized instruction. But desirable as this growing realization may be, along with every effort for greater articulation of instruction, improvement in instruction in English requires improvement in the department of English itself.

Analysis of a rather typical high-school English department, which I recently studied while serving on an evaluation committee of the Middle States Association of Colleges and Secondary Schools, may point up some of the improvements that can be made in departments of English.

The English department of X high school consisted of eight teachers, six women and two men, three of whom were not English majors. Mr. A had been the football coach for many years, when the high-school principal called him to his office and said, "Mr. A; we are getting some young coaches, and for next year you may take your choice of teaching history, English, or Latin." Mr. A, by the will of his principal and the alchemy of his own decision, was transmuted from a teacher of physical education into a teacher of English. And from the observations of the evaluation committee, Mr. A had no concept of his job: to a low-ability group of freshmen in the general course he was trying to teach the formal grammar of transitive and intransitive verbs. His students handed in no written work—exercises or compositions.

Mr. B was a social-studies major and an athletic coach, who had been teaching English for three years on an emergency certificate. "I like to teach English," he said, but he had not taken any steps to qualify himself. Typical of his lack of teaching finesse were his comments after student answers: "Yah," "All right," "Correct." Mr. B knew his principal was concerned with his coaching, not his teaching of English.

Miss A, a social-studies major with 14 semester hours of training in English, checked attendance in the principal's office during periods 1-3, taught history periods 4-5, and English I periods 6-7. When observed, she was teaching general-course freshmen to diagram sentences, punctuating their explanations with "O.K.," "Correct," "Yah," "Uh Huh." During the year she had required very little written work from her students.

Mrs. B, an English major, taught general-course juniors appositives and predicate nominatives by having them write previously dictated sentences on the blackboard. Then she spent part of the period on noun clauses. Students of this class stated that they had handed in exercises which were never returned, and that they had written no compositions from September to March.

Miss C, an English major, while teaching a senior class of 25 boys and 9 girls, perched herself on one of the desks and proceeded to call for definitions of poetry. When she failed to get much response from the students, she talked very rapidly about poetry, punctuating her sentences with "uhs." Then she took up poetic feet and meter, as related to a section of Book IV of Tressler's

English in Action. Not getting much response from the students, she scolded them for lack of effort. Examination of a few compositions showed that this teacher had not indicated linguistic imperfections to students.

Miss D, an English major with three years of teaching experience, discussed with her class of 32 general-course freshmen the short story, "Ransom of Red Chief." Somewhat to her consternation, the majority of the students indicated that they believed that their parents would be glad to have such a boy as Red Chief kidnapped. Miss D talked too loudly and displayed very little personality, but she appeared to be a conscientious teacher. During the year, however, she had asked her students for only two compositions and had not returned them.

Miss E, an English major with a master's degree, discussed with her class of 27 juniors "Boone over the Pacific," by Wilbur Schramm, found in the anthology *Adventures in American Literature*. An animated class discussion centered around a consideration of the theme, "the easy way out." The advance assignment included vocabulary and questions on the story. Four compositions had been written from September to March, some analyzed and read in class, but none returned to the students. Miss E was an able teacher who used both mind and personality to promote learning.

Miss F, with a master's degree, was the head of the department. She coached dramatics and taught speech, English I, and English IV. She was observed teaching Scott's *Ivanhoe* to 35 general-course freshmen. She assigned chapters 9, 10, and 11, with a vocabulary list, and questions to be answered in writing. The class discussion centered around a comparison of Isaac with Shylock. (The students had previously read *The Merchant of Venice*.) The teacher placed the emphasis on ideas rather than narrative. She planned to conclude the unit with a notebook and a composition. The teacher was able and at ease, and the stu-

dents participated in the work very well.

Following the study of the English curriculum, the philosophy, the background and preparation of each teacher, and the observation of the teaching of the eight teachers, the evaluation committee met with all of them to discuss the work of the department. This meeting confirmed the belief of the committee that instruction in English was not being adapted to the level and course of the different sections of students, and that while the department proclaimed a life-adjustment program, it was actually operating without functional unity. And training in writing, the *sine qua non* of good English instruction, was practically non-existent. The chairman of the department was as shocked as the committee to learn of these conditions. But when asked how she used her one period a day for supervision of the department, she replied, "Examining and ordering supplies and books."

Of the department of eight English teachers, three never intended to teach English and were not qualified to teach it; only two teachers were men; one was a struggling, conscientious beginner, with mediocre possibilities; one was just teaching for a living; and three were potentially excellent teach-

EDITOR'S NOTE

Mr. Durkee says that the situation he presents is based upon that of a "rather typical high-school English department" which he investigated as a member of an evaluation committee. Apparently only three of the eight teachers in the department were doing satisfactory work. He presents a plan for improving such a condition. The author, a former high-school English teacher and now an associate professor of English in Newark College of Engineering in New Jersey, has contributed previous articles to THE CLEARING HOUSE on other phases of improvement of English instruction.

ers, but were doing only a fair to good job. Supervision was non-functional.

Better Preparation

One of the improvements needed in English departments, as illustrated by the case of X high school, is better preparation of teachers of English. It is time for high-school principals to demand more comprehensive preparation of English teachers, and for departments of education to see that English majors are liberally educated, with training in composition, speech, history of the language, semantics, logic, and literature. A lone course in freshman composition provides little qualification for the teaching of written composition in the high schools.

Furthermore, high-school principals and supervising principals should make it clear to English teachers that they want them to continue in-service training until they have attained a minimum of a master's degree in English. No amount of graduate work in courses in education can ever be a substitute for work in the subject field.

Better Selection

To better preparation should be added better selection of English teachers. No department of the high school should be a recreation center for unqualified teachers, especially the English department. "Anybody can teach English" is an ancient axiom of uneducated educators, and it is time for all administrators to renounce it. When a teacher is ready to retire, let him retire, but not to the English department. When a principal is looking for something that an athletic coach can teach, let him make sure that the coach is fully qualified to teach, and let him expect just as good teaching from the coach as from any good teacher.

Better selection of teachers also requires an English department of approximately the same number of men as women. The pathetic example of X high school, with only two men in an English department of

eight teachers, is all too common; in fact some departments are even worse. In public high schools composed of approximately the same number of boys as girls, and in a world that is certainly not less than fifty per cent masculine, it is an educational error to establish a feminist department of English. A good school administration should recognize this fact and utilize the individual differences of men and women teachers of English to develop a strong department, a department that can make the strongest emotional and intellectual appeal to boys and girls.

The conversation between Mr. Parent and Mr. Principal, as follows, is quite apropos of the problem of better selection of English teachers.

"How do you select an English teacher?"

Mr. Parent asked Mr. high school principal.

"We do a very careful job of selecting an English teacher, Mr. Parent. I check the credentials of the teacher. Then the supervising principal, the vice principal, the head of the department, and I separately interview the prospective English teacher. If we are agreed on the good quality of the teacher, then the supervising principal and the head of the department visit the prospect's classroom and watch him teach."

"Well, Mr. Principal, how does that method of selection show whether the prospective English teacher has a sound philosophy or whether he is really good in English, particularly written composition?" remarked Mr. Parent.

"It doesn't," said Mr. Principal, "but we have some faith in the schools who prepare English teachers; we assume that they make sure of the competency of their English majors."

"An honorable but rather naive assumption, I fear, Mr. Principal. How many college English departments or schools of education offer specific guidance and definite instruction to fit students to become English teachers? Isn't it true that the average English major has spent most of his time on

courses in English literature, with few, if any, courses in American literature? He may have had a freshman course in composition and literature and one three-semester-hour course in the teaching of English, emphasizing literature. Does such a background assure you of the competency in English that your teacher should have?" concluded Mr. Parent.

"What would you suggest?" snapped Mr. Principal.

"Well, Mr. Principal, your examination of the prospect's transcript of work, your interviews, and your visitation of his classroom were practical, realistic tests. Why not make a practical test of the English competence of your prospect also?"

"How can I do it? I am no expert in English," replied Mr. Principal.

"Your department head could make a study of the prospect's oral English during the interview and the observation of his teaching. You could make a recording of the class performance or the interview for more careful study of his oral English and voice," said Mr. Parent. "And to verify his competence in written composition, when the prospect visits your office, why not give him two hours, there and then, to write his autobiography or his philosophy of teaching English, and study it for evidence of competence in written composition? Just to be sure, you could have his composition examined by an independent English consultant."

"I never thought of that, and it would take time," said Mr. Principal, thoughtfully stroking his chin.

"An additional test of English competence, but probably not as authentic as the one suggested," offered Mr. Parent, "would be to have the prospective English teacher submit copies of articles he has published."

Better Supervision

Better preparation and better selection of English teachers can go a long way toward improvement of the English department,

but better supervision, as illustrated by X high school, is also needed.

To be successful, supervision of the English department, or any other department, must have the support and confidence of the teachers. This confidence begins with an enlightened administration that organizes its whole school for effective supervision. The administration should name a very competent teacher as head of the department and give him authority, time, and pay to carry out supervisory duties. Nominal heads of departments are helpless to cope with specific problems of supervision. As previously indicated, the department head should assist in the selection of teachers, and be consulted about proposed increments, teaching, assignments, dismissals, and student problems.

Better supervision calls for continuous curriculum study and adjustment, carried on by the department under the leadership of the department head. It calls for an English program to be developed from kindergarten through high school, with provision for specific experiences in English adapted to the maturity and purpose of the learners in each grade. Only such a program can conserve the energy of the learner and give him the feeling of increasing power in the use of his language.

Better supervision provides for the inservice development of English teachers. It encourages teachers to take graduate work in English. It provides a professional library. It calls to the attention of particular teachers publications and research that may be helpful to them. It organizes research projects, evaluates results scientifically, and applies findings to promote better teaching.

Better supervision can be developed through the utilization of departmental meetings, classroom visitation, and individual conferences—all in a democratic spirit. Such supervision is a far cry from the old-fashioned "snooper-vision" or "peeper-vision." Real supervision is not

police work; it is self-education of teachers under good educational leadership.

The average English department, like other departments, is in great need of improvement. Before the public loses faith in the four-year program of high-school English, before educators outside departments

of English lose faith in it, before the forces of anti-intellectualism put English teachers completely on the defensive, let them put their house in order and get on to the accomplishment of more effective instruction in English for the welfare of the boys and girls entrusted to them.



* * *Tricks of the Trade* * *

By TED GORDON

DUPLICATE CLASS ROLL—What with teachers nowadays being concerned with the activities as well as the scholastic achievements of the students, the ordinary grade book is not sufficient for recording purposes. I find that through a mimeograph or ditto process I can run off upwards of 100 duplicates of my class roll. Thus I am able to keep constant control of all my class activities in a neat manner and a mimeo class roll is always on hand for any new thing that might come up—be it class dues, charity contributions, return of report cards, etc.—*Robert Wayne, Merced, Cal.*

DECLARATION OF INDEPENDENCE!—Everyone knows what an old-fashioned pen point looks like. Plenty of them are available in every school. Instead of haggling about forgotten pens, I have a student attach one of these pen points to the back end of his pencil, with the use of

scotch tape. It works "wunnerful."—*Nachman Cohen, Gardner, Mass., High School.*

COSTUMES, YES—Shall our next junior-high-school play be in modern dress? Not if we can possibly manage costumes. Dressing up does so much to help boys and girls to get out of their everyday selves and put on a convincing act.—*Elizabeth A. Straub, Central Junior High School, Allentown, Pa.*

FOR THE SHY GUY—Appoint the too-shy youngster as class secretary to write the minutes of class procedure. Then have him or her read the results at the beginning of each class meeting.—*Arnold L. Lazarus, Santa Monica, Cal., High School.*

PERSONALIZED SPELLING—Whenever my sophomore English pupils have spelling, we use in some way in each illustrative sentence the first name of the pupil who misspelled the word in question. There are enough Joans, Jacks, etc. so that no one feels too self-conscious. The students enjoy this personal touch, particularly on exams.—*Mrs. Alice C. Long, Grover Cleveland High School, Caldwell, N.J.*

OLD CHRISTMAS CARDS—When you no longer need those fancy Yuletide greetings you might turn them over to the school's art classes for the many uses they may have directly, and as designs.

EDITOR'S NOTE: *Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE. Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Cal.*

A break for the poor homeroom teacher:

EVERY TEACHER *an* *Advising* SPECIALIST

By
CHARLES F. WILDE

MISS BROWN clapped her hands to her ears and closed her eyes, shutting out the din, the loud talk, the bombardment of questions. Somehow all the rest and peace of mind stored up during the two months' summer vacation seemed to be oozing out of her system. She felt limp. She sighed, opened her eyes, came back to earth. Once again the racket assailed her eardrums.

"Miss Brown, do you need French III for college entrance?"

"Miss Brown, my mother says I've got to take Latin. Would you call her and tell her I don't want it?"

"Miss Brown, I flunked geometry for the third time last June. Do I *have* to take the darned old stuff?"

"Do I need general math for the shop diploma?"

"Is law necessary for the commercial course?"

"Miss Brown, I'm changing to vocational homemaking—"

MISS BROWN . . . MISS BROWN . . . MISS BROWN . . .

For a moment Miss Brown dreamed of becoming a lady boilermaker.

Miss Brown is but one of the many homeroom teachers who, each September when school opens, finds herself adviser to as many as 40 homeroom students, all with different problems—some taking the college-entrance course, some vocational, others commercial. It is her responsibility, an unfair one, it must be admitted, to know the requirements for all courses, to be ac-

quainted with any changes that may occur in the requirements of all these courses, and to see that each student in her variegated charge follows the various programs of study as laid down by state law or local procedures. Let there be a slip-up during a student's four-year career, let some required subject go neglected, let some student discover—too late—that his chosen college won't accept him because of some unfulfilled requirements, let any of these things happen, and Miss Brown gets the blame. An unfair responsibility!

Here at the Burnt Hills-Ballston Lake Central School we have worked out a course and subject guidance plan that does away with the homeroom teachers' problems of acting as wholesale guides, and places the responsibility in the hands of selected experts. No longer do all teachers have to know all course requirements.

In general, the plan operates as follows. When a student enters the ninth grade, he is assigned a faculty adviser, one who knows his needs as indicated by the course he has selected for his high-school career. All commercial students are divided equally among the three commercial teachers; all home-making girls are sponsored by the home-making teacher; the shop man looks after the vocational boys. The college-entrance students find their advisers among the English, social-studies, math, and science teachers, and students taking a general course also have a teacher to help them.

With approximately 350 students in grades 9 through 12, and with fourteen

EDITOR'S NOTE

In high schools in which the homeroom teacher has up to forty students who are following the various courses of study, the task of advising all of them on their future plans is something to think about. Many schools avoid wear and tear on homeroom teachers by some such program as the one Mr. Wilde describes. In his school, every teacher is a specialist who advises a group of students who are following one of the four courses of study. He is director of secondary education in the Burnt Hills-Ballston Lake Central School at Ballston Lake, New York.

teachers available, each teacher averages 25 students under his direction instead of the 40 found in the typical homeroom. Certain teachers who are not regularly assigned to homerooms—commercial, shop, homemaking—are drawn into service, thus equalizing the general burden. Each teacher is responsible for one field of study and one field only. The commercial teachers don't have to worry about the requirements for a homemaking diploma; the homemaking teacher is blissfully ignorant of college-entrance schedules; and the college-entrance adviser is safe from interrogations concerning shop diplomas. Changes in diploma requirements are more easily followed when the field is limited.

Now let us follow the procedure of guidance under this plan from the time a student enters high school. As has been stated, the student is assigned an adviser who will be his guide through four years of school. Toward the close of his ninth grade each student, by now more or less settled in his chosen field, is given what we call a "course sheet." This is a mimeographed affair, in four different forms: college-entrance, vocational, commercial, and general.

On each sheet are spaces for listing all subjects: one area for the constants—English, social studies, general science—one

area for major fields, and one area for electives. After each area are spaces for recording grades and units earned. Such recording is done during the summer after the June finals, and in the fall the student and the adviser can see at a glance what subjects have been passed and the number of units earned. Checking for correct course progress is thus facilitated.

The student confers with his adviser at least twice during the school year—in the spring when schedules are being prepared for the following fall, and the first day of school in September. A third conference may be desirable in January at the close of the first semester if the student has completed any courses at that time and wishes extra advice for the spring term. For the spring meeting a special period is set aside during the school day for the student-adviser conferences. All course sheets are delivered to the homeroom teachers, who in turn distribute them to the students. Upon signal, each student goes to an assigned room where his adviser is ready to meet him.

The student who is following his course successfully usually has little difficulty in plotting his future work, but all sorts of problems arise with those boys and girls who for reasons of failure, changed courses, etc., find their schedules more or less out of line. Their problems are settled without too much difficulty, however, because they are in the hands of experts who are dealing with one field and one field only. They know these problem cases because they have them in their classes, and they know what is best for them.

With schedules based upon present progress and future needs and desires, the student is all set for the fall term. Of course, many things may happen between the spring and September conference, so on the opening day of school the students once again receive their course sheets, visit their advisers, and make any adjustments which might be necessary as a result of failure in

June finals, attendance at summer school, or just plain change of mind. If a student decides to change his entire course at this time, he is routed by the office to another adviser, who takes him over for the rest of his days in high school.

So let us visit Miss Brown again on the opening day of school. She has just distributed course sheets to the 40-odd youngsters in her homeroom. In a few moments the bell will ring, signaling all students to go to their advisers' rooms. Miss Brown will have about 25 9th-grade college-entrance girls under her wing. She will be their mentor for their four years in high school, and because she is primarily interested in

college-entrance work, she will guide them with enthusiasm, seeing that they fulfill all the necessary requirements for their diplomas. She will assist them in obtaining college catalogs and bulletins, careful to make adjustments in their schedules if any changes are made by college authorities. In their senior year she will work with them in completing their college applications, perhaps arranging interviews, and when they finally receive word that they have been accepted by the colleges of their choice, she will feel that her four-year task as college-entrance adviser has been well done, and she will experience all the satisfaction that goes with good work.



How to Introduce Courtesy into Sports Events

Schools in the past have not concentrated on the development of a superior quality of sportsmanship. If they had, there would be a more universal application of it among adults. Last fall a football coach benched his team on the visitors' side of the field to get his boys away from the abusive jeers of adult hometown fans. The student council of another school made a public appeal in the local newspapers to the adults of the community for more decency and sportsmanship at local basketball games.

Unfortunately the quality of sportsmanship among students does not always equal the excellence of the schools' teams. The development of sportsmanship has sometimes been subordinated to athletic prowess. An occasional school has a superior quality of sportsmanship to accompany good teams. This is a distinct contrast to other schools and communities where hometown fans have often permitted themselves to lose emotional control and where visitors are subjected to unsportsmanlike behavior.

Not all schools have left the practice of sportsmanship to chance. In some schools the administrators obviously believe children must be afforded the opportunities to practice it in the schools. Every home game is exploited for ways to develop personality and character in students.

We heard of a school that sends copies of a letter to visiting schools to be posted on bulletin boards a week before a scheduled game. In the letter many questions are answered. Included are directions to the place of contest, starting time, admission price, parking arrangements, seating arrangements, and other pertinent information intended to make the visit pleasant and enjoyable for players and fans. Sometimes a few students go in person to nearby schools to extend their invitation and to visit the neighboring school for the day.

Members of a committee composed of students wearing "Welcome Committee" badges, with their faculty advisers, meet visitors as they arrive and act as guides and a welcoming committee. A new group of students is chosen for each game. Visitors are told or shown the location of restrooms. They are told about the junior class concession stand where refreshments are sold to make money for the junior-senior prom.

Visitors are interviewed by members of journalism classes and the results are published in the school paper. School officials or other available persons are apt to have a school reporter asking them questions. After the game a "follow up" letter is sent with newspaper and school paper accounts of the game and with appropriate comments on the game and the visit.—J. E. BALMER in *Ohio Schools*.

Boldness Sells Hamilton's New-Type REPORT CARD

By
WALTER CREWSON

IT WAS IN the fall of 1948. The teachers of the Hamilton, Ohio, Public Schools had just completed their study of periodic reports to parents, and had submitted their report to the superintendent of schools. The report contained some recommendations for rather sharp departures from time-honored practices, so the superintendent took the teachers' report at once to the board of education.

Now the "departures" recommended would not seem sharp to a recently trained educator, but most members of boards of education are not professional educators, so the new ideas seemed somewhat sudden and radical on their first reading. Here they are, in essence:

1. Since every child is unique, and unlike every other child, one cannot make rigid standards based on the assumption that all children can reach the same level of academic achievement. There is, therefore, no valid measure of a child's progress outside the child himself.

2. Since the whole child comes to school, one cannot with professional honesty confine his measures of child progress to mental, academic achievements alone. Progress in health and safety habits, social development and service should be included in these reports.

3. The new report card should analyze each major subject-matter field into its essential components. Based on his own capacity alone, a child should be marked (checked) as Doing Very Well, Making Progress, or Capable of Doing Better, for each of these components.

Now you know very well that in most

communities that would be just a little too much for the gentle taxpayer to swallow at one sitting. The board of education listened patiently until the "departures" were read to the last word. Then the president turned to the superintendent and said, "Well, it sounds like a big order to me. But between now and the next board meeting, can you see every elementary teacher personally, and bring us a report of her attitude?"

Well, that was a big order, too. But we did it, in little early-morning staff meetings, one building at a time. And two weeks later, somewhat triumphantly, we presented the report—For, 134; Against, 15. That did it. The board voted unanimously to adopt the card for all six elementary grades, and we were off to a flying start.

Now if we had listened to some very sage advice, we'd have tried out the new card in only one grade at first, advancing it one grade each year. But the teachers said that would only give the opposition ammunition, since the new and the old card would be arriving in the same home at the same time. "Let's go all the way," they said, "or not at all." So go we did. But that's not the whole story. Not by many gallons of printer's ink. The real job of presenting the cards to the community lay ahead. And again, on the advice of the real experts, the teachers themselves, we set out on a bold course.

Some community leaders had been consulted throughout the basic study of reporting, but now in a few weeks the new card would arrive in thousands of homes. The teachers counselled, like Gen. Forrest, to

"git thar fustest." So we went about talking to P.T.A. meetings. Since the subject was announced to every parent before the meetings, we had packed houses (and no little fun.) We could easily devote ten pages of this article to the thrills we got in those meetings. Yes, we said thrills, because when they were all finished, we knew that discerning parents had known for years that the time-honored "grade card" carried no information of importance, and much misinformation.

Oh, surely there was some opposition. One mother was just determined that the new report card was totally wicked. She argued up, and back down again, that the traditional card told her what she wanted to know. And finally, all unwittingly, she asked the perfect question: How do you compare "Making Progress" in Language Arts with C in English on the old card? We knew that she had served us a homerun pitch, and we almost stopped breathing. Now since every parent present had in his hand a copy of the new card, we were able to refer the whole audience to the nine essential skills in Language Arts—He Writes Legibly, He Expresses Himself Well in Writing, He Reads Understandingly, He Spells the Words He Uses Correctly, etc. So we asked the questioning mother to define for us the C in English. She was prompt with the reply that it meant an average performance (if children are really unique, could there be such a performance?) in relation to one's classmates in English.

This mother was a real collaborator. You'd have thought we "planted" her. So we took it from there. "Now," we said, "you want to help your little girl to improve her progress in Language Arts, don't you?" "Why, certainly," she replied. Now we swung the bat hard, for the pitch was over the center of the plate, and letter high. "How would you know what to do for her, when a C is all the information you have?" Before she could answer, we proceeded. (You must never permit an opponent to

lose face. If you do, the argument will cease to center on principles, and will become focussed on personalities.) "Now if we mark every component skill in Language Arts, can you tell exactly where the young lady needs assistance?" For a brief second she wavered—then the ball went sailing over the left-field wall. For she almost shouted, "I see it."

We did, after a number of meetings, find that people whose children would be marked A on the old scale were almost unanimous in their opposition. So we learned to point out that since a child would now be marked according to his ability, a student who formerly was an A student would have to really apply himself to be marked "Doing Very Well." We were able to convince many such parents that competing with less intelligent children could result in many rather automatic A's, giving the child a false impression of what constitutes success, and indeed making a loafer of him.

As a corollary to this principle, we pointed out that under the old system some children were almost automatic F's constantly. But if they really worked up to capacity they would now receive the soul-building recognition they deserved.

One parent listened quietly all evening while the discussion raged forwards and backwards. Then he arose and said, "I'd like to ask you all a question. When you go to your doctor for an examination next time, will you accept the report he sends you, or will you tell him how you want the

EDITOR'S NOTE

This is an account of the strategy by which local doubters were convinced of the desirability of a new kind of report card which did away with grades and told parents how their children were doing in school. Mr. Crewson is superintendent of schools in Hamilton, Ohio, where the action took place.

report made up?" He went on to show that the report we were discussing here was the teacher's report to the parent, and that since the teacher was professionally trained, possibly she knew how to report the real progress of the child. Good old Ben Simon! He concluded, "You parents pay the taxes, so that makes you the boss here. But it doesn't qualify you professionally." It would be obvious why we couldn't say that. Even if we'd thought of it.

Well, we noted carefully all the basic questions the parents asked. We typed these questions, and the best answers we had, on one side of a sheet of paper. On the other side, we reproduced the new report card. And we sent a copy of this bulletin to every home four weeks before the first issuance of the new card.

We held a second round of early-morning conferences with the teachers, previous to the first appearance of the new card. Here we reported the questions the parents had asked, and discussed them thoroughly with the teachers. Especially did we ask the

teachers to use only the DVW, MP, and CDB symbols in every instance where formerly grades had been used—on every class paper, or at the chalkboard.

It was difficult, delicate work, every ounce of it. But at the end we had a hundred fifty teammates who were proud of the achievement of the committee—their fellow teachers, and ready to explain it to every inquiring parent. (That called for regular parent conferences, and we now have a conference with every parent once each year.)

The crowning joy—sore labor's bath—came the day the new report cards were first issued. For on that happy day a mother telephoned—and will you believe it?—the same mother who had asked the perfect question at P.T.A. We stopped breathing again while she said, "That's the first time I was ever able to see my little girl on her report card." Progress, my fellow sufferers, is almost always painful. But its rewards are deep and satisfying. Thin ice, indeed! Now, let us plot and plan together our next attack on Fort Complacency.

The New Teacher Next Door

B. Wildered Newcomer has been a teacher only since the day after Labor Day. By now he can distinguish the principal from the coach (if only because the coach wears a whistle on a cord around his neck) and he knows your name and the names of most of his pupils, but he thinks he ought to be doing better.

He has listened to lunchroom comment on the weather, the World Series, the local Kallikak tribe, and the present seniors as compared to last year's crop. From such casual conversations, B. Wildered is building his concept of his colleagues as individuals and members of a profession.

In his pre-service training Mr. Newcomer probably heard about professional ethics, standards, and behavior. He may have discussed them academically with classmates and the professor, but he is now learning from experience at the lunch table, in the faculty room, and in the corridor between bells.

Just what is he getting? Is he learning to call the children "brats," their parents "nuisances,"

and his administrators "snoopers"? Is he hearing comments that indicate jealousy or zealousness in relation to assigned duties? What attitude is he developing toward professional organizations?

The teacher in the classroom next door is the one who can answer these questions best. Conferences for the improvement of professional standards such as that held at Bloomington, Ind., this summer, or our own Leaders Workshop at Silver Bay last month, recognize that it is the "teacher next door" who really shapes the professional attitude of Mr. Newcomer and who thus shapes the standards of the profession. Reports from these conferences emphasize the need for every teacher to maintain high professional standards in private as well as in public.

The school year is barely begun. It is not yet too late to give some special attention to Mr. Newcomer nor is it too early to check on the standards we are exhibiting to him.—EDITORIAL COMMENT in *New York State Education*.

30 VISITS

*Economics and sociology
groups get out and dig in*

to study Community Problems

By FRANCES TIERNAN

IF YOU WOULD make your students intelligent and responsible participants in community life, let them first become acquainted with the leaders, the institutions, the organizations, and the agencies which give to that community its life and character.

The belief formed the basis for the community project conducted by 92 of my economics and sociology students during our second semester. Although such an undertaking requires hours of cooperative planning by teacher and students, as well as hours of reading and research, letter-writing, telephone calls, and personal interviews, the results seem to justify the time and effort.

The first step in our procedure was to determine just what phases of community life we would study and to make a list of them. From that list each student made a first and a second choice, and the result was a division of all 92 students into sixteen groups, each having for special study one of the following:

Community Problems as seen in:

1. The Juvenile Court
2. The Criminal Court
3. The Divorce Court
4. Education—the city and county systems
5. Recreation—non-commercialized and commercialized types
6. Federal housing in our community
7. Transportation
8. Big business and job opportunities
9. Organized labor
10. Banking
11. Our Health and Welfare Departments

12. Social Security
13. The Family Service Agency
14. Protective agencies, including hospitals, Police and Fire Departments
15. Our local newspapers
16. The influence of the T. V. A. in our community.

This imposing list of projects we sent to our school librarians, who gathered all available materials together and arranged them on special tables in the reference room for our use. A letter was also written to the research director of the Chamber of Commerce, asking for information about subjects on which our library had no materials.

While these arrangements were taking place, the boys and girls were electing chairmen for their groups, arranging with their other teachers to be absent for field trips and interviews, and writing to community leaders requesting time for necessary interviews.

While the students waited for answers, they spent their time in reading good background materials, in making outlines for field trips, and in preparing suitable questionnaires for use in personal interviews. When the question of how the project could be reported was raised by the students, they decided that all groups would make written reports, that the chairman of each group would make an oral report, and that a committee composed of 8 elected students (two from each of four classes) would make a final evaluation of results.

One of the most noticeable characteristics of the study has been the intense interest of community leaders. Of the 30 field

EDITOR'S NOTE

Miss Tiernan's economics and sociology students set out to learn about community problems at first hand. In the course of a semester, student committees completed a total of thirty visits and personal interviews in a wide variety of Chattanooga agencies and organizations, and reported to their classes. The author, who tells how the project was conducted and what the results were, teaches social studies in Central High School, Chattanooga, Tenn.

trips and personal interviews conducted, 21 were arranged by letters written by group chairmen, and 9 were arranged by telephone. All 30 responses were favorable.

By telephone came calls from the Federal Security Agency; from representatives of Greyhound, the Southern Railway, and Eastern Airlines; from the Juvenile Court; from the fire marshal; from the appraiser and the executive director of the Home Finance Agency and the Chattanooga Housing Authority; from the editor of the *Labor World*; from managers of movie theaters and the Municipal Auditorium; and from the personnel director of the largest hosiery mill in Chattanooga, and from the training director of a large department store.

Exclude telephone calls, and we still have 18 letters as proof of cooperation and interest in our schools on the part of the research director of the Chamber of Commerce; the presidents of two labor organizations; two school superintendents; the executive secretary of the Family Service Agency; the commissioner of parks and playgrounds; the director of public welfare; two newspaper editors, three judges of the Criminal and Circuit Courts; three doctors, (the superintendents of local hospitals); the vice-president of a bank, and the information representative of the T. V. A.

It is difficult to give an immediate evaluation of our project. The teacher observed

that the students learned to write concise business letters, to discriminate between essential and non-essential information, and to express themselves more intelligently in discussing economic and social phases of their community life. They obtained first-hand information from leaders in many different fields, learned the requirements for certain available jobs in their locality, and recognized the problems that must be faced by many businesses, labor organizations, and agencies in performing their community functions.

In the words of the librarians, "Students who formerly had only a bowing acquaintance with the library asked questions, did good research work, sat down and got busy on subjects which had become important to them."

I believe the group members cast a more critical eye on evidences of weaknesses as well as of strength in their community agencies and institutions. Not to be minimized were the effects of the personal contacts with community leaders. The students went to learn, but many times they helped their hosts by acquainting them with the work of the schools.

These are my opinions, but what about the opinions of the students?

Since student evaluations are often more revealing than those of the teachers, I believe that some of the comments made by students are of interest. The following observations were taken from final reports:

"I found out how hard it is to run a school system when all along I thought it was so easy."

"The thing that impressed me most on my project (recreation) is that there is no influence of politics whatsoever, in the appointment of jobs in community recreation."

"The thing that impressed me most about the mental hospital was that there were no real nurses—only ten ward attendants and one doctor for 387 patients in the institution."

"I learned about the causes and prevention of juvenile delinquency, but I was amazed at the number of crimes committed by young people not yet 18 years of age."

"I learned that divorce is increasing instead of decreasing here in our community. Some divorces are caused by marrying too young!"

"The most important fact learned from my study of housing in our community is that the cost of housing in Public Housing Projects is much lower than that spent in regular apartments. I was impressed with the fact that the F. H. A. does not lend money but backs people who want to borrow it from banks."

"I learned that tuberculosis is the worst disease in Chattanooga. They have the T. B. mobile unit in which everyone should be X-rayed."

"I chose the subject 'Banking' because I thought I would like to work at a bank.

After my visit I would still like to work there."

"The reason I liked visiting the newspaper offices is that I had not seen a newspaper press before. Another reason is that I am interested in printing, and I am going to make a career of it."

"At the Family Service Agency I learned about some of the problems that occur in Chattanooga. I found out what sometimes happens to a family when it needs help and learned some ways to hold a family together."

"I now have a better understanding of organized labor unions and their purposes."

"I learned how people must work together in a big business to make it stronger and to make the place a more pleasant one in which to work."

The foregoing evaluation, then, represents the consensus of opinion of students and teacher.



Writing vs. Speech: The Cart Before the Horse

Some of the curriculums of our American schools give little hint that scholars have long recognized the oral form of language as its primary form. The emphasis in teaching has been, and to a considerable extent still is, primarily on writing. I would be the last one to question the importance of effective writing; but I am saying that our emphasis in education has not been where it belongs—i.e., on speech, the immediate, face-to-face, direct medium by which men think and act together.

In the work of our schools it is still a major assumption that any one trained in language and literature is therefore qualified to teach speech. This assumption and its corollary, that writing is more basic than speaking, are among the major confusions of educational thought in our time. Even the concept of "language arts" has in actual practice often reduced speech to a kind of oral verbalism and has missed the larger truth that speech is a, perhaps I should say *the*, basic social and intellectual process of mankind.

Although many plans for "general education" do lip service to the importance of communication, they often miss the truth that speech is its primary

form. We stand amazed at the extent to which our educational leaders have failed to observe the real nature and place of speech in social and intellectual life. Many of them have reduced it to a narrow verbalistic or noisemaking process and have not understood that speech is a part of the essence of our common humanity.

Finally, our educational system has been so permeated by verbalistic and elocutionary concepts of speech that our people have not fully learned to use the processes of face-to-face, cooperative thinking on which democracy depends. Many of our students enter college and indeed graduate with the idea that speech is just oral composition, or, worse yet, just a personal performance or means of display.

These are some random evidences of educational confusion in the area of communication where the fate of free institutions is now being settled. In some degree American education has been fiddling at the job of speech education while the fires of misunderstanding and conflict rage and threaten to destroy us.—HORACE G. RAHSKOFF in *Vital Speeches of the Day*.

Blair High Has 248 *assistant* LIBRARIANS

By
ELIZABETH STICKLEY

MOST SECONDARY-school libraries could use more assistance than they receive. But the Montgomery Blair High School library flourishes under the ministrations of a library service club to which three-quarters of the teachers and quite a fraction of the students belong. The spirit of the club is indicated by the initiation song:

I'm just a little teacher,
Just like a football sub,
I'm needed but I have to learn
The rulings of my club.
The one big thing I won't forget
I'm hoping and I'm trusting,
Is that I do not dare to shirk
The good old task of dusting.
For dusting in the library
Is a policy true and sound.
It turns our little teachers
Into members of renown.
And when we're members big and strong
Remember we must train
Each little teacher who joins our club
To greater dusting fame.

Dire accusations, by Blair teachers, are

EDITOR'S NOTE

The "248 assistant librarians" of Blair High School, Silver Spring, Md., don't operate on the professional, or fring, line in the school library. They are more of an abundant labor battalion, ready to do anything that will help the library to flourish. They may create book exhibits or dust shelves of books. They may bring and arrange flowers—or tear out a brick wall for expansion. And Miss Stickley, who is librarian of the school, says that its Library Club of teachers and students is "of inestimable value."

made against these poor teacher initiates, such as cutting classes, wading in Sligo Creek in school time, painting the animals in the biology lab in the school's colors, etc. Because of such imagined behavior, each teacher or a group must present a stunt.

The stunt has been given, the poem recited, and now the guidance director and the head of the Blair Band, who are the time-honored masters of initiation, slip the "sacred sucker" over the neck of the hopeless initiate, and another teacher joins the ranks of the Blair Library Club. The sacred sucker indicates that only a sucker joins a club which requires so much work.

The initiation ceremony is the same for teachers and students, except that the students are initiated at school at various times during the year, while the teachers are always initiated at the annual banquet given in May. Each group conducts its own initiation, while the others watch. Teachers never interfere with student acts nor do students offer any suggestions on the teachers' initiation.

The high spot of the initiation comes the following day, when the teacher must wear the sucker all day at school. The initiates officially return the suckers to the Library Club president at the end of the day. At noon on this day, all initiates report to the library, at which time Miss Appleby, mistress of initiation, demands a special performance, such as singing the poem in a foreign language or dancing a highland fling. The whole school peeps in to see such unparalleled events.

At Montgomery Blair no project, local or state, which will further library progress

has been too big for teachers and students. One has seen teachers and students tearing out a brick wall to enlarge the library; giving annual gifts such as Webster's unabridged dictionary, an electric clock, Demco letters; binding the *National Geographic*; creating pamphlet and picture files.

Out of a student body of 1,300, two hundred students belong to the club, and from a faculty of 60, 46 teachers belong. Students serve an apprenticeship of several months before they are initiated; teachers have to be at Blair at least two years, and their election to the group comes from the student members. There is no discussion of a teacher's name. The suggestions are handed

in by members, and if a majority wants the teacher to become a member, the teacher is asked.

This faculty membership is of inestimable value to the library. Teachers as well as students are aware of our needs and offer many services. Teachers serve with students on such committees as elections, flowers, initiation, banquet, exhibits, etc.

This fine library philosophy which permeates the faculty and administration is a constant stimulus to the library club to attain our motto:

Service to teacher and students
Service that's equal and fair,
Service to all those who need us
That is the spirit at Blair.

Grammar's Crazy House

"Language proclaims the man," yes; but English teachers sometimes forget that those aspects of language which mark the man of education are chiefly clear enunciation, correct pronunciation, adequate vocabulary, correct spelling, clear sentences. Let these be of good quality and he may, in speech at least, trip occasionally on an irregular verb, throw *whom* to the winds, split infinitives right and left, and even use *can* for *may*, without losing caste.

Most of the word grammar that remains to plague us in English consists of a few elementary problems of number agreement, some irregular verbs, and a dozen variable pronouns. But we struggle with a mountain of chaff devised by teachers and kept alive by textbook writers. What a crazy house of cards we cherish in our finespun classifications that serve no useful purpose and our usage fiat copied by succeeding textbook makers because they dare not omit what teachers expect to find included. For example:

Sentences are classed "according to meaning" as declarative, interrogative, imperative, exclamatory—though of course sentences could not be classified

according to meaning; and punctuation (the only practical basis for this pseudo-classification) is taught by the simple rule: "A question mark after questions, an exclamation mark after exclamatory expressions, a period after other sentences." Yet, through the twelve grades, and even into college, we continue to hammer on this useless and illogical classification, seemingly for its own sake.

Because a few nouns are spelled with an initial capital letter, we have divided *all* nouns into two classes, common and proper. But capitalization, the only practical basis for calling any noun "proper," we teach by a simple rule: "Capitalize individual names of persons and places."

The craziest house of cards set up in English textbooks is that of pronouns. In the first place, we have no practical use for a branch of nouns called "pronouns." Grammatical person is so rudimentary in English that all pronouns, except *I*, have the same verb agreement as nouns. Within the group of nouns called pronouns, we have set up eight or ten classifications, only one of which has value for any but grammarians.—OLLIE DEWEY and EDITH BORK in *The English Journal*.

THE STUDY-HALL SUPERVISOR

*He should be
a specialist*

By EDITH H. BROBERG

IT IS NOT possible to blueprint the study-hall supervisor any more than it is possible to draw up plans and specifications for the operation of a study hall. Since no two people are alike, it follows naturally that the success of the supervisor and the effectiveness of methods will be individual and unique. No scale of measurement is adequate to compute human relationships; no pattern can be set up as an absolute. Suggestions arrived at through experience and observation may be of help, but each situation must be worked out according to conditions, circumstances, and the people involved.

The most important agent in the success of the study hall is the supervisor. In the entire educational field there is perhaps no other classroom activity that requires practically the exclusive application of the art of human relations. It is, too, a subtle relationship, for the best results are obtained without talking, without hard and fast rules, while students study and the details of a lively business are carried on by roll checkers and teacher. It is a complicated business and yet if it functions as it should, a casual observer would no doubt exclaim, "How easy!" A look, a gesture, even a thought projected are parts of the invisible mechanism that runs quietly day by day, producing solid habits of industry within the students and a wholesome atmosphere in the room.

Since busy-ness is the condition that solves most study-hall problems, the wise teacher sets an example by doing those things which he expects students to do, and leaves undone that which he would not

condone in them. Teachers who drink coffee or eat mid-morning lunches at their desks can hardly expect students to refrain from eating in the study hall.

Any activity in study hall should be of an intellectual nature, and so to be fair this is the type of activity for the teacher. Supervision of checkers, and attention to those who need help with lessons will take some time, and when there are no such professional obligations, reading a good book is not amiss. Such honest industry will be mirrored in the students' lives in study hall. One might say, to paraphrase a familiar political slogan, "As goes the teacher, so goes the study hall."

This idea was well expressed some time ago by Max Leach in *The Texas Outlook*. He wrote:

As the teacher discussed the lesson, he would periodically scratch the side of his nose. A count taken during the course of the period showed that more than one-half of the class scratched their noses too. To be technical about it, there was a fairly high positive correlation between the teacher's nose-scratching and the students' nose-itching. You, teacher, suggest many of the attitudes prevalent in your classroom by your attitude or attitudes. The way you look at learning is the way many of your pupils will look at learning. The kind of character you have suggests the kind of character many of your students will want. It's up to you, teacher!

It would be folly to imply by merely skipping it that the ability to discipline is an unnecessary ingredient in compounding the formula for a good study-hall supervisor. He must be able to make a definite decision and stand by it; to speak and be listened to. If it is possible (and sometimes the exigency forbids it) to think before he

speaks and then make good whatever is said, the students understand that the teacher is master and as such will stand for what is right. Every problem has a solution, and following through to that clarification in each crisis is a point of strength and a demonstration of integrity on the part of the supervisor. Such actual lessons in matters of principle are often more lasting than those on the printed page.

Few teachers like this kind of work and that is well, as the field is limited. The "trick" is to get the right teacher on the job. Dislike of such work may not always be a matter of lack of talent or temperament. Too often the physical setup of the room or a change of teachers each period may result in both discomfort and confusion. One supervisor for the entire day can institute customs and organize routines that establish right action according to one pattern, whereas a different teacher for each period means different methods, different ideas of discipline, and varied systems of checking rolls and passes. Confusion is inevitable with such frequent changes. Best results follow where the same teacher supervises the study hall over a period of years so that procedures become habits that somehow are grown into without too much instruction.

Another advantage in continuity of service in this special field is that the supervisor grows increasingly perspicacious. Often he is able to recognize trouble in the making and divert or stop a disturbance in its incipency. Since quiet is so important in the study hall, this faculty of astuteness in the supervisor becomes that sixth sense that adds up to par-excellence.

Personal appearance also has a distinct bearing upon the actions and attitudes of those who lead and those who follow. It is the outer expression of inner states of mind and emotions. Being well groomed is a sign of inner confidence and of self-sufficiency. Such care results not only in attractive appearance, but the person who

is carefully groomed feels good. He radiates well-being and so gives a lift to those with whom he associates. Children are sensitive to appearance and feeling as expressed by the teacher, who day after day makes a definite impression for better or for worse.

No day is perfect in any business, but a near approach to success in a study hall will result from aiming at such fairly reasonable ideal conditions as we have just discussed.

From all this it would seem that supervising a study hall calls for supermen and superwomen. On the contrary, it demands only interested and interesting normal teachers who love people and have a way with them. The details are not perfected in a day, nor perhaps in a year, but the process is gradual and the ambitious teacher trains himself day by day to be a specialist in this branch of the profession. Obviously, as we have said, the supervisor who stays in the same position for a number of years has the advantage of being able to build gradually and firmly the smooth and tangible routines, and also that intangible atmosphere of well-being that together make a study hall tick.

Finally, no one should undertake the management of a study hall unless he loves children. One may hew to the line, may be severe, may exact a punishment, but he will not come off victor unless the culprit feels that in such crises the teacher is fair

EDITOR'S NOTE

Good study-hall supervision is something that a teacher must grow into, says Mrs. Broberg, and for that reason she believes that the supervisor should be a specialist who has the hall for the whole school day. She discusses some of the qualities that are desirable for this post. The author for some years has been a study-hall supervisor in John Rogers High School, Spokane, Wash.

and will remain his friend after the score is settled. The understanding teacher will not carry grudges against children. He must not have grown so old in spirit that he has forgotten the fires of his own youth. If he does remember, he will be compassionate,

and even in extreme crises of discipline there will be the feeling between master and pupil "that somewhat higher in each of us overlooks this by-play and Jove nods to Jove from behind each of us." Ralph Waldo Emerson put it that way.



Recommended Strategy With Gifted Students

Irving Lorge, Teachers College, Columbia University, in a survey conducted on a group of adults who had been gifted children, reached the following conclusions:

1. Acceleration by skipping (or double promotion) should be avoided wherever possible in favor of some form of enriched program.
2. Skipping should never bring an intellectually gifted child to senior high school more than two years in advance of his chronological age.
3. Enriched courses of study may require some form of segregation of the intellectually gifted for intellectual activities, but segregation should not extend to non-intellectual activities, nor should it be at the expense of realistic, down-to-earth activities, contacts, and relationships.
4. Gifted children need instruction in the basic

skills and in the development of good habits of study, regardless of the apparent facility with which they learn.

5. These children should be encouraged to develop habits of self-discipline for the attainment of goals, regardless of the apparent scope of the interests.

6. Guidance of the gifted child is of great importance—particularly social guidance early in his schooling, and vocational guidance (and placement) later.

7. The teacher of the gifted child must be intellectually, educationally, and socially fitted to teach him.

8. Intellectually gifted children make adequate or superior adjustment as adults.—IRWIN A. ECKHAUSER in *New York State Education*.

Public Relations is the Little Things, Too

Public relations is the harmony of understanding between groups and the publics they serve, and upon whose good will they depend. Harmony of understanding comes from the many *little things* we do and say in the work-a-day contacts with children and adults in our communities. It suggests a two-way flow of ideas, attitudes, and opinions between classroom and community.

Every day, we teachers are doing things that have definite positive or negative public-relations value. The way that "little situation" in the classroom was handled last week makes a difference in public relations. What Johnny and Sue think of the school is very apt to be what Mother and Daddy think of the school. To many people, their child's teacher is the school.

A spirit of genuine friendliness smooths the way for harmony and understanding. One local teachers'

organization in southern Wisconsin has organized to send a special letter of welcome to each new family that moves into that city. It is a friendly letter inviting them to the schools and giving the family some basic information about the school system. Newcomers naturally love it—the schools are their friends. Another school has initiated a series of conferences on pre-school problems for parents of pre-school children. A number of high schools in the State have held conferences, bringing together industry, business, and education in their communities.

Your PR quotient is measured by the many little things as well as the more pretentious undertakings by classroom teachers . . . that are productive of better harmony of understanding between school and community.—T. J. JENSON in *Wisconsin Journal of Education*.

Pupils and their

*A 5-year study by
Marshall teachers*

CULTURAL LEVELS

By JOHN A. RATLIFF

CONSISTENT WITH the commonly accepted aim of teaching, to direct or modify behavior so that it will be personally rewarding and socially beneficial, about twenty-five of the teachers at John Marshall Junior High School have participated in a study to understand children. This study has lasted for more than five years and has been characterized by constant attempts to use the knowledge gained to interpret the behavior of the pupils at hand.

The frequency of failure to accomplish these aims has raised questions. It has become painfully obvious that sporadic pupil contacts by teachers and counselors in which sermons were preached, promises were extracted, or the common rewards were held up had little lasting effect. Serious study has shown that there is ever present a persistent and powerful influence which nullifies, much of the time, the methods suggested by courses and books on guidance. There is a tendency to oversimplify the problem and over-emphasize the process. The attempt to isolate this factor so that it could be studied better revealed the importance and influence of cultural levels on behavior.

Further study in this area has shown that if teachers and counselors do not learn the influence of cultural levels on behavior, they are not only neglecting to provide a major portion of the population with the education that it needs and the understanding it deserves, but they are actually contributing to forcing many of the pupils out of school. Most teachers have middle-class origins, and by conforming to the values of their class they are likely to con-

demn a lower-class child, his family, and his friends. The teacher is likely to thwart him by using motivations which for him provide no stimulus. The goals which mean so much to the teacher are likely, for the pupil, to have no value. The confusion and tension that follow will produce disintegration which, in turn, helps perpetuate a social burden and personal tragedy found far too frequently.

Recent sociological investigations furnish the basis for understanding this problem, and the urgency of the problem demands that we become informed. What to do to cure the situation has not been worked out in detail, but if teachers and counselors avail themselves of the information that is being gathered by the sociologist, they will hasten the formulation of the prescription. There is also an urgency about this.

Most of the parents of lower-class children did not attend high school. Because their school experiences were not satisfactory, they not only have little appreciation of the aims of the school but actually send their children to school with feelings of suspicion. To many of them the school is a needless drain on their meager resources. Parents think and often make the boy and girl think that the children should be out working. To many of the parents and children the school becomes the symbol of meddling authority, and the pupils' greatest problem is how to get out of school, to make some money, and do as they please.

Most of the poor grades and poor conduct marks are given to these pupils. Tests have shown that their intellect is not much less than that of other children. It is cer-

EDITOR'S NOTE

Most teachers have middle-class backgrounds, while a large proportion of their students come from lower-class families. Since the behavior patterns and codes of morality of the two levels are quite different, many teachers are unable to understand what goes on in the minds of many of their students, or why they act as they do. For five years a group of teachers in John Marshall Junior High School, Houston, Tex., has been engaged in a study to understand children better—and this "blind spot" of teachers has had their chief attention. Mr. Ratliff, principal of the school, tells some of the things he has learned in the course of the project.

tainly not correspondingly lower. If the teacher knows the attitude of these pupils toward education, the failure of the common stimulations and motivations to be effective with them, then perhaps he will not force so many of them into situations that make failure a certainty and quitting school almost a necessity.

Social cohesion has not been a characteristic of lower-class people. They do not have many causes about which they will rally, and the struggle for existence has left them distrustful and suspicious. They resent their subordinate position and have little patience or sympathy with the social and civic organizations of the classes above them. In many cases they have been rejected or exploited by the institutions of these classes, and while they have become somewhat exclusive, they have not become cohesive.

This means that appeals to citizenship in matters of school conduct, loyalty, and support will have little meaning to them. Public property, any property for that matter, has little value to them. In fact they often give vent to their resentment by deliberate mutilation and destruction. They cannot often be reached by appealing to their desire to have many possessions. They are frequently and consistently wasteful

even of their own things, and the present needs are so pressing and so rarely met that they see little use in planning for the future. The teacher needs to know this so he can evolve appeals and procedures that will work.

Because of the urgency of the present, lower-class parents are often inconsistent in their treatment of their children, varying from a laxity that almost amounts to neglect to a harshness that almost becomes sadism. The family structure is not permanent, and the family is not organized. The children are not the pride and joy of the family and must behave as adults at an early age. The whole family seldom does things as a family, the members even eating together only rarely. There are not many things that the children cannot do if they do them away from home where the adults will not be annoyed. Strict obedience may be demanded, and if it is not forthcoming, severe beatings are likely to follow. Children are frequently threatened with reform schools and "the law."

The effects upon the pupil of such a family life creates many problems for the teacher and confronts him with many hazards. He will certainly have a better basis for understanding and a possibility for acting if he learns about family life among the lower classes.

Teachers often feel that there are no standards of morality among these people and are likely to be of little help to these pupils on their problems. But they have standards just as definite as those of other classes and feel that the standards of those other classes are hypocritical, perverted, and inexcusable. Their attitude, their language, and their behavior all have an understandable pattern.

In some instances the code is very strict, especially concerning nudity, and conflict situations will arise if we expect acceptance of our viewpoint. Instances frequently arise in connection with stripping for physical examinations, gang showers, and the use of

gym suits that indicate these pupils' depth of feeling. Codes regulating sexual relations among lower-class people must be known if the children are to be dealt with effectively. It is not enough just to condemn or to try to shame them.

The implications for teachers and counselors in some of the areas in which misunderstandings are common and problems are frequent have barely been presented. There is much to be investigated in these

and other areas. Fortunately for the teacher and fortunately indeed for pupils who are born into this world they never made, there is a rapidly accumulating body of helpful information. When a teacher goes into the study of the influence of cultural levels on behavior, he will find many more sources of help. There is no limit to the good that such investigation may produce, and there is much pleasure in knowing some of the answers.



Integrating Education for War Into the Curriculum

If one accepts the view that the ideological struggle between Communism and democracy for the minds of men is likely to last for a decade or more, with the use of or immediate capacity to use armed force by both sides, he must recognize that education and discipline for war will be important determinants in American civilization for several years. How much of this education and discipline will take place in schools and colleges, or the extent to which civilian educators will influence the program, may depend largely on the attitudes and insight of those educators.

If all boys, and perhaps all girls, undergo some form of war or military education, two things are necessary: 1. They must devote time to such education which they might otherwise devote to other activities. 2. They must spend this time at the places where such education is available.

This means that youth of the social and intellectual classes who ordinarily reach the upper levels of secondary schools and colleges will have less time than now for some types of learning and development which these institutions currently foster. If youth gets a major part of their military education in direct connection with these established educational institutions, the break from what has been considered usual school experience will be less pronounced than if the military education is given mainly at camps or at newly developed educational installations removed from present schools.

Americans seem now to face a long-continued war emergency during which our enemies, open and clandestine, have a great advantage over us in raw

manpower available. We possess a substantial advantage in the higher level of education and technology of our people. We must make the most of our educational advantage and maintain or increase that advantage. In a long-range struggle the educational differential is of greater importance than in a temporary emergency. In a long struggle, services such as education, health, and the development of productive capacity cannot be neglected or postponed as might seem possible during a temporary emergency. Hence a long emergency demands a re-evaluation of such concepts as defense and non-defense spending. It also demands more attention to factors of enduring morale.

Preparation of the citizen-soldier for a long period of struggle demands an integration of general and military education with emphasis both on skill in using and improving weapons and on understanding the social heritage and the goals for which we fight. Development of an integrated educational program of this kind demands the cooperation of educators and military leaders. Neither group can do the job alone.

If educators fail to recognize this need and the opportunity for rendering a distinct service to the nation, the general-education aspects of the program are likely to suffer—at least initially. If more of the general is later included, through programs developed at military schools and installations apart from our civilian high schools and colleges, a Federal system of higher education might emerge in consequence.—HAROLD H. PUNKE in *School and Society*.

I Encourage Students to Cultivate THEIR HATES

By
EDGAR LOGAN

I HAVE BEEN teaching high-school English classes for the past fifteen years. Out of this experience one conviction above all others stands out like a lighthouse beacon: When the students write on topics of my choice the results are terrible; when they are given some freedom of choice and allowed to write on subjects of their own selection the results are very good.

Students, like their elders, enjoy "letting off steam" in their written work. How they love to "gripe"! How they enjoy exploding their pet "hates" on paper! Nearly all of my students agree that the best way to pull themselves out of the literary doldrums is to write a page or two in which they cultivate their dislikes. Many of the "pet peeves" that they air are concerned with conflicts between school authorities and students, but the larger number by far are written about the painful relationships between adolescents and their parents.

"Something That Makes My Blood Boil" compositions are always among the most popular written by the members of my classes. Excellent suggestions are being written by Denby students as to possible methods that may be used to ease the tensions between young people and the adults in positions of authority over them.

In connection with these "clearing-the-air" papers that I have my students write, during the past two years I have asked students to keep a record of all the situations that occur during a three-week period that cause them to become unusually upset or angry. This "anger diary" is, of course, not an invention of mine. Luella Cole in her *Psychology of Adolescence* (Rinehart

and Co., 1948) describes in detail the keeping of such a diary in her discussion of emotions and their effect upon teen-agers.

My pupils are asked to record the cause of their anger, the immediate reaction to it, their resultant behavior, and the approximate duration of the unpleasant feelings. In adolescence the causes of anger seem to be largely social. The individual person gets himself into a situation or "pickle" in which he feels himself to be a figure of ridicule or contempt. Sometimes he is only embarrassed or offended. At any rate, he admits to developing tension, which usually ends, in the case of most teenagers, in a sudden burst of uncontrollable anger.

I have kept a list of the items which appear most often in these "anger" diaries. I hope that they may be of some benefit to other teachers who are attempting to understand the often bewildering behavior of teen-agers.

The chief irritating factors producing anger, in the order of frequency, appear about as follows:

1. My teacher scolded me in front of the whole class.
2. My mother made slighting remarks about my boy-friend or girl-friend.
3. My girl-friend who always goes to the movies with me went with someone else.
4. My teacher criticized my personal appearance—clothes or makeup.
5. At the dance (or party) there was another girl dressed just as I was.
6. We were given an overdose of homework—each teacher acts as if he thought his was the only class in school.
7. Jane got higher marks than I did—

but I turned in much more work than she did.

8. I failed an important test.
9. I received a bad report card mark.
10. My folks scold me about my grades when they don't compare favorably with my brother's or sister's.
11. Mother or Dad jumps on me all of the time about my table manners and personal habits.
12. Parents always expect me to "drop" whatever I'm doing—no matter how important and interesting to me—and go do some chore for them.
13. My parents wouldn't let me use the car for a very important date.
14. I lost my best friend to another boy or girl.
15. A bigger kid sneaked into line ahead of me in the cafeteria (bookstore or ticket office).
16. My parents treat me like a child.
17. We always have a squabble at home about my "getting in" on time.
18. My mother doesn't allow me to have my friends in my home.
19. When I am tardy my counselor doesn't give me a chance to explain. He just bawls me out.
20. My parents give me more work around the house to do than I can complete without sometimes neglecting my homework.

I am reporting these peeves in the language in which they are most frequently seen on the papers that I correct. A study of the list will show the teacher that outbursts of annoyance or severe anger are nearly all based on relations with parents, other adolescents, and teachers—in other words, the field of human relationships.

Sarcasm and ridicule by both parents and teachers cause anger of long duration. Breaking up of friendships or stealing the affections of a "lover" results in anger followed by feelings of despair and self-pity. Emotions compounded of both anger and jealousy are caused by unfavorable com-

parisons with others. Interruption of pleasurable activities by others is an often-mentioned cause of anger. Thwarting of activity, sudden loss of treasured friendships or possessions, unreasonable demands of both parents and teachers, and annoyance at the necessary routine of life seem to lead the teen-agers' list of gripes.

What is the purpose of my gathering all this "hate" information? After all I am not a trained psychiatrist. I have no intention of dredging the innermost secrets of my students' souls. I have my students keep records of the things that bother them so that they may have an adequate opportunity in my English classes to discuss, and perhaps even to solve, some of the testy problems in everyday living that arouse anger and feelings of frustration. There is no other place in the school where this type of problem is aired. Certainly it isn't done in mathematics and history classes. But aren't the student's unpleasant feelings sometimes the very things that keep him from performing well in other classes? Who could concentrate on the correct answer to a problem in geometry if his blood were boiling over some real or imaginary slight?

Of course, the school counselors or, in serious cases, the psychiatrist, must be called in when serious maladjustment problems arise. But the English class theme or dis-

EDITOR'S NOTE

In the September 1951 issue of THE CLEARING HOUSE, Reed Fulton implored teachers to do less griping. Now along comes Mr. Logan to say that we should encourage students to gripe to their hearts' content—in their English themes. He has found that he gets papers of average higher quality when the students are writing about their hates and pet peeves. The author teaches English in Denby High School, Detroit, Mich.

cussion topic of "Something that Makes My Blood Boil" can serve to clear the atmosphere of the tensions suffered by most high-school pupils. The least that such an

assignment can do is to stimulate both individual and group thinking about the solutions or partial solutions to some vexing problems of adolescence.



The "Peck Order" in the Classroom

Considerate behavior is related to group acceptance. The data presented here were gathered in a single school in which the results of the Classroom Social Distance Scale were compared with rather extensive observation of considerate behavior. Considerate behavior involves two or more people, and in this case the teachers kept track of all of the children involved in considerate and inconsiderate behavior, and then studied their relative acceptance by the group as obtained through sociometric materials. Their subsidiary findings are interesting:

Children with low peer acceptance tend to be considerate toward those with high peer acceptance.

Children with low peer acceptance tend to be considerate toward children new to the classroom.

Children with low peer acceptance tend to be inconsiderate toward other children with low peer acceptance.

Children with high peer acceptance tend to be considerate toward other children with high peer acceptance.

Children with high peer acceptance tend to be inconsiderate toward children with low peer acceptance.

Children with high peer acceptance tend to be inconsiderate toward children new to the classroom.

Children with high peer acceptance tend to be inconsiderate toward those whose peer acceptance is slightly lower than their own.

These findings were not completely consistent for individual children. Some children of high peer acceptance tend to be considerate much of the time, so far as the teachers can see. What was noticeable among these children was that on those occasions when they were inconsiderate, the other person involved tended to be somewhat lower in peer acceptance than they were. This suggests that there is a kind of "peck order" in the classroom.

The classroom social hierarchy is shown (among other ways) through what teachers call considerateness. It seems that some of the children, in being considerate, are fierce, short-sighted pragmatists.—A. WELLESLEY FOSHAY in *Teachers College Record*.

Selling Malnutrition and Tooth Decay to Students

When a school offers these snack items [candy, soft drinks, etc.] for sale, it automatically places its stamp of approval on the matter. Parents and children will rationalize and say, "Why shouldn't a child eat snacks? The school sells them and besides it's a means of making money?" If a good example is to be set, the school will refuse to sell the snacks even though they can be purchased right across the street.

But, don't stop here; the children must be told why. This is the point where health and nutrition education must be integrated with the various subject-matter areas in the school. Before the school can take a stand on such a policy, the parents must be enlightened to the extent that they, too, will take a stand and support the school.

The following suggestions are substitutes for the usual commercial snack items. Large high schools could install a milk bar where milk, various types of milk shakes, and fruit drinks could be dispensed.

Any school could offer for sale small packages of raisins, or salted nuts; different classes of children could prepare stuffed dates for sale; parent organizations or lunchroom cooks could prepare for sale really tasty and nourishing cookies containing whole grain cereals, nuts, dried fruits, etc. Other suggestions are: small packages of graham crackers, apples, pears in season, tangerines, etc.

As long as a school permits the sale of non-essential snacks in competition with its lunch program, it is selling malnutrition and tooth decay to its boys and girls.

Finally, the school must make a choice. Which is more important: to sell enough snacks to pay the expenses of a senior class to Washington next spring or to provide a nutritionally balanced lunch accompanied by a health program which will provide benefits for the boys and girls for the next fifty years?—WADE D. BASH and MARTHA KOEHNE in *Ohio Schools*.

VOCABULARY

*The students
ran the show*

building projects in social studies

By
HAZEL M. MORTIMER

IN AN AGE when radios have portrayed young people's language as slang and incessantly repeated remarks like "Holy Cow," and even the school halls have echoed with incorrect language, the poverty of vocabulary becomes apparent. To cause the pupil to become word conscious has been the goal of many teachers.

Social studies has its own specialized list of words, which may be studied directly for meaning and spelling. Drills and contests may help. Most instructors have given tests of the type that check understanding of essential words. Any device or method that will inspire a desire on the part of the boy or girl to increase his word power has been highly welcome. To widen participation and heighten interest has been a teacher's constant problem. To call in the students for their assistance was a new turn to an old story.

We have found certain procedures stimulating in the social-studies classes at Washington Junior High School. For example, there was a group of teen-age boys who were not particularly interested in history. The class met the last period of the day, when all were tired or anxious for the school day to end so they could hurry off to jobs that paid money. Some in the class could be designated as "sitters," such as the boy who was waiting to be sixteen so he could quit school. When the afternoon sun leveled its beams through the west window and the girls' gym classes outside combined noise and high spirits, it was not strange that the boys' interest should be distracted. Only firm measures could force a symbol of attention.

An appeal to the competitive spirit and frank utilization of the boys' desire to see someone else work brought a spirit of fun into the classroom and at the same time increased vocabulary to a marked degree. One of our practices was to decide upon a passage to be read aloud, select a pupil chairman, and agree that the instructor was the umpire. Reading, usually a hateful chore to these tall, lanky teen-age boys, was done with a will. Even the poorest reader began scanning the pages for a word to use to catch some one. Scarcely had the chairman said "Thank you," when hands began to pop up.

A boy did not need to know the meaning of a word himself in order to ask any person in the room to define it. He could ask, "How is it used?" Then the quizzer had to read the sentence aloud. If the chairman called time before a satisfactory meaning could be given in the pupil's own words, the victim had to look up the word in the dictionary.

Everyone was happy when someone else had to use the dictionary. Glee was also apparent if there were about six meanings and the umpire would accept none except

EDITOR'S NOTE

Miss Mortimer says that the vocabulary-building activities which she initiated in her social-studies classes were a success because the projects utilized the students' competitive spirit and their "desire to see someone else work." She teaches social studies in Washington Junior High School, Rockford, Ill.

the last one as fitting the way it was used in the sentence. The chairman obtained real joy out of listing the names of people who were busy hunting words in the dictionary and seeing that they did not escape reporting the meanings. The poorer the reader the happier the pupils were to make him read—but they helped him with hard words. They were good sports about not giving anyone two words to look up at once, but a phrase or an entire sentence could be used.

Boys who were half asleep or were watching the girls' gym class from the window had no time for pleasant day-dreaming, for their pals spotted them and made sure that they had enough words to keep them occupied. They took a wicked delight in directing their words to the one they considered the smartest boy in the class, to see whether they could make him resort to the dictionary. With equal joy they ganged up on those most likely to miss the words.

Within a few weeks' time they had come out of the fog of half attention to strange words and had shown quickness in explaining both words and more involved historical pronouncements.

The principal visited one of these quiz sessions and said to me later, "That's really rugged! But they seem to enjoy this history class, and I saw one hundred per cent participation." Admittedly it was unorthodox in method, but the English classes could give their usage tests and standardized word lists.

One other device built up with the aid of organized classes was the speech day. A few pupils at first attempted to read from a paper some material copied directly from a book—and call that a speech. Cutting into

their smugness gradually and usually with pupil-inspired suggestions, we finally had the speaker defend all he had told us. Questions varied from "What do you mean by economic progress?" to "Will you please locate Nashville, Tenn., on the wall map for us?"

Preparations for speech day were intense. They included reading for information, noting the copyright date of a book, using the classroom set of encyclopaedias for additional data on persons, hunting up newly encountered words in the dictionary, consulting the wall map, and saying the speech aloud either in a corner of the classroom, outside the door, or in the library conference room. The pupil was now ready for whatever questions his classmates might ask.

Some pupils listed words for the speaker to explain. If he failed to do so, the chairman then instructed him to look them up and report after the next speech. Other pupils made comments which were frank and pointed. Vocabularies have definitely become more precise under this pupil quizzing.

There has also been improvement in written expression, interest has grown in current events, and livelier discussions follow movie showings. Visitors have commented on the amount of pupil-directed activity. Word consciousness has replaced verbalism to a noticeable degree. Participation has improved, and using the dictionary came to be considered a pleasure. Pupils were daring one another to prove they understood what they read aloud, and it was a double-dare to increase word power. Building a vocabulary had become the pupils' business.

◆

Quite often former students drop by school for informal visits, and it's pretty comforting to know that most of these kids we stew and fuss and worry about turn out to be pretty nice adults.—FRANK SISK in *Midland Schools*.

DR. BRIARCLIFF

and the "Poor Material"

By
JAMES W. LARGEN

DR. JULIA BRIARCLIFF stood in front of her class of fifteen student teachers and prepared to launch into her initiatory activity. She cleared her throat discreetly.

Mr. Watson was still looking out the window and just this morning his initiatory activity had been extremely poor. No student interest at all. Mr. Watson was too colorless and lacked that indefinable something which told Dr. Briarcliff on sight that a student had teacher qualities. Only this morning she had written decisively on her pad—"No Teacher Personality"—as she sat and observed Mr. Watson in his own practice-teaching class at the junior high school.

After class Dr. Briarcliff had gone over his many faults with this young man. Later, when he checked his notes taken during the critique, Mr. Watson counted twenty-five different errors which he had committed while teaching the forty-minute period. Dr. Briarcliff didn't believe in coddling student teachers, and she had let him have both barrels. You may as well let these people know the facts of life.

She hadn't liked Mr. Watson's attitude anyway. He had seemed just a little too self-possessed before going into the class—didn't seem to take her observation seriously enough. These observations were very important things, as she had tried to impress on her student teachers. Dr. Briarcliff was to determine whether or not Mr. Watson and the others were to become teachers. Thus a great deal of responsibility rested on her shoulders, and if the student teachers didn't realize this and act accordingly, it was just too bad for them.

In spite of the fact that she had told the group time after time that the first five minutes of the period were the most important, none of these people had good initiatory activities when she observed them in their own classes. Once again Dr. Briarcliff intended to show by example the elements of a good initiatory activity.

Picking up a book from her desk, she held it in front of her and asked whether anyone had ever heard of Paul Bowles. Last week the book had been one of F. Scott Fitzgerald's; the week before, Tennessee Williams'. (Dr. Briarcliff had once been a student of the dance, and she liked all things modern and literary.) No one in the class seemed to be familiar with Paul Bowles. Dr. Briarcliff was not surprised, since the scholarship of this class was terribly low. If only she had good material to work with, she knew that she could do much for teaching.

Sometimes Dr. Briarcliff wondered whether she weren't wasting her talents as a student-teacher supervisor. Perhaps she should have continued with her dancing, or become a pilot, another previous ambition. Oh well! Since none of these student teachers had ever heard of Paul Bowles, there was no need to read the passage. The initiatory activity would just have to be by-passed today. It wasn't her fault that these people were so deficient in literary knowledge that she couldn't interest them in anything stimulating.

Perhaps she should go over the "theme" again. At a former period Dr. Briarcliff had likened teaching to painting. Just as the artist selected a theme when he did a paint-

EDITOR'S NOTE

Surely Dr. Briarcliff needs no introduction. This very year she is teaching simultaneously at dozens of teachers colleges from coast to coast. Sometimes she and education classes seem to go together like ham and eggs. The students are the eggs—and not very fresh eggs, either, in her opinion. Dr. Briarcliff, of course, is the ham. Mr. Largen, her biographer, lives in Fairfield, Conn.

ing, so should the teacher select a theme for each daily lesson. Then, of course, there was the theme for the unit; the theme for the course of study; and the over-all theme. All of these themes must be overlapping and interacting. There must be a continuity through all of the themes and the teachers must keep each and every one of the themes in mind while teaching. Thus teaching was creative. That was the real reason Dr. Briarcliff hadn't given up teaching. It was creative. One felt alive and stimulated while doing creative teaching.

She could be so much more creative, though, if only she had better material in the way of student teachers to work on. It was so difficult to get into a creative mood when she looked down at the unenlightened expressions on the faces of this group. Somehow they just didn't seem to get the idea that teaching was creative, and they certainly didn't look like creative people. Their interests seemed to be so different from those of Dr. Briarcliff. None of them ever came around to her desk in the education department for conferences, although she had on several different occasions given them the hours at which she would be available every day.

Then they were so inefficient. At the first meeting with the class she had explained that it was absolutely essential that each student have on her desk every Monday morning a card giving exactly the schedule to be followed by the student teacher for

the week. The days, hours, periods, teachers with whom they worked, and several other bits of extremely important information must be on the card. The card must be size 3 x 5; no other size would be accepted.

Miss Adams had insisted on turning in a 5 x 7 card on two different occasions, and of course Dr. Briarcliff had been forced to return them. They simply must learn to follow directions. Mr. Watson even had the audacity to suggest that since his schedule was the same each week, that he would turn in just the one card. How in the world would he ever learn efficiency if he didn't practice it, she had asked him. He had made some asinine remark about his trying to be efficient, but she had told him off rather severely. One must not let student teachers get out of hand.

Then Mr. White had argued that since the period hours in his school changed three times a week he didn't have room enough on a 3 x 5 card to include all the information she asked for. He was one of the trouble-makers, and Dr. Briarcliff had found it necessary to use sarcasm in this case. Mr. White must be kept in his place.

Sometimes Dr. Briarcliff wished she were back in the army. But as she had explained to one of the students, who had been seated at the same table with her in the school cafeteria, her rank had been too high for the army to call her back during the present emergency. Memories of those army days brought back her former ambition to be a pilot, but there really wasn't much future for lady pilots with literary leanings. The air force people with whom she had been forced to associate during the war hadn't been very stimulating, intellectually. None of them ever seemed to read anything. She would be bored to death in a career which didn't give her literary side a creative outlet. Even the dance would have been all physical.

Perhaps after all she was in the career best suited to her talents. One met such interesting people in creative work. Several

of her acquaintances were authors. Of course they weren't full-time authors, but after work and on week-ends they would write. In several instances Dr. Briarcliff had been asked to look over manuscripts for technical errors before the authors had submitted them to publishers. Always she managed to put in a few words of her own which improved the writings immeasurably. Some day she was certain that she would see some of her work in print.

But back to class. What was Miss Hopkins saying—something about having difficulty keeping the four themes in her mind while she taught her class of sub-normal junior-high-school children. It seemed that she must spend so much time with discipline that she was never able to get her themes across. Again Dr. Briarcliff must stop and explain to Miss Hopkins that discipline wasn't something that you spent time with. It was something intrinsic. Either you had it or you didn't. It was so simple really, but none of these potential teachers seemed to realize it. They spent so much time worrying about their students racing around the room, talking out loud, and fighting in the corridors that they believed discipline was something extra, something to be applied externally, not an intrinsic part of every good teacher's equipment.

Why must people like Miss Hopkins take up teaching anyway? If only she could persuade people like her literary friends to enter the teaching field, then teaching would be so much more stimulating. The students in this class were interested purely in the mechanics, not in the essence of teaching, and her creative ideas just seemed to go over their heads. She spent so much time on her lesson plans too.

"How was that, Mr. Howard? Oh! You say you find it necessary to spend an hour

and a half on each assignment just preparing lesson plans the way I have instructed you. Why that is perfectly all right. I spent three hours on every daily lesson plan. You must never forget that teaching is a full-time job. When you leave the school, work for you is just beginning. All creative workers must work twenty-four hours a day. If you didn't realize that before, Mr. Howard, then perhaps you should accept the fact now or else give up the idea of teaching as a career. It's no place for the uncreative people.

"A question, Miss Hopkins? Why is it that some of the teachers in your school seem to think that my ideas won't work? You must remember, class, that some of the older, less creative teachers have become set in their own narrow ways. These people will not listen to creative ideas. They feel that their own experiences offer enough to go on. Even I have had misunderstandings with individuals such as you mention. Such people should never have become teachers in the first place, and you must avoid them if you are to remain the creative teachers which you will be when you complete my course.

"Oh! There's the bell. One moment please. I haven't finished yet. Mr. Watson, will you please call Mr. White back into the room; he always gets out of the door so fast when the bell rings that I am never able to impress on him the importance of the assignment for next time. Next week, class, I want each of you to bring in to me a purely personal and, of course, creative incident from your own experience in creative teaching. Make it brief but full of information. Is that clear? How was that, Miss Hopkins? You asked what, specifically, do I want you to do? You know, Miss Hopkins, I am never specific. That is all."



No amount of effort devoted to education for citizenship or patriotism will have any lasting influence in a community where political corruption is rampant.—I.L.K. in *School and Society*.

TELEVISION

Report on a 3-year
investigation

SETTLES DOWN

By
PHILIP LEWIS

EDUCATORS AND OTHERS interested in the influence of TV on young people will now have to view this problem in a new perspective. It no longer is the threat to the youngsters' studies and health that it appeared to be a year or more ago. Moreover, many of the profound effects of television can be marked up on the credit side of the ledger.

The continuing investigations into "video versus students" for more than three years at the South Shore High School in Chicago, has finally resulted in delineating what may be tentatively called the complete cycle of TV impact. Vital answers concerning the leveling-off point for televiewing, how the novelty factor decreases, program preferences by age and sex groups, and the changing home conditions due to video are among those treated in this article.

Periodic surveys involving students living in TV-equipped households reveal that time spent before the television screen follows an ever-changing pattern, as shown in Table I.

TABLE I
TIME SPENT VIEWING TV

Date of Survey	Average Viewing Hours Per Week	Number of Sets Installed
May 1949	23½	201
Jan. 1950	25¼	468
May 1950	19¼	574
Jan. 1951	16¼	1,079

With the exception of the January 1950 figure, the weekly viewing averages for the total student group dropped steadily to the 16¼ hour per week level. The rise in January 1950 is in great measure due to the fact that TV set ownership more than doubled in that eight-month period and thereby in-

troduced a strong "recency" factor. That this influence enters constantly and in varying degrees is apparent from an examination of the contents of Table I. This uncontrollable item made it necessary to look further for evidence leading to the determination of the leveling-off point, or place where television viewing decreases enough to fit in with a balanced daily program of living.

A comparison of the dates of installation of video receivers with students' current viewing averages gives a much more reliable result, shown in Table II.

TABLE II
DECLINE OF THE NOVELTY FACTOR

Months of Ownership	Present Viewing Average Hours Per Week
1-12	17.24
13-24	16.23
25-36	15.85
37-48	13.48

The 13½ hour total achieved in the fourth year of televiewing is significant in that it is corroborated by other findings. A previous investigation of the effect of television on grades indicated that students with a scholastic standing of "G" (good) or less could not afford to view for as much as fifteen hours per week without lowering their subject ratings.

In the English-TV classes¹ conducted experimentally at South Shore High School, where program evaluation and critical observation were prime considerations, the viewing averages of these special groups declined rapidly to approximately thirteen

¹ Isabel L. Kincheloe and Philip Lewis, "English-TV, An Adventure in Communication." *Chicago Schools Journal*, Sept. 1950.

TABLE III
WEEKLY VIEWING AVERAGES AS COMPARED WITH AGE AND SEX

Age	9	10	11	12	13	14	15	16	17	18
Girls	23.09	19.54	19.55	19.14	18.66	17.52	15.94	14.90	13.84	14.00
Boys	23.85	19.61	24.07	20.56	21.24	22.96	16.50	14.11	14.12	13.71

hours per week at a period when the general school box-score was $19\frac{1}{4}$ hours. Thus schools have an important place and a definite responsibility to help lessen the initial impact of television and to shorten its reign as a "time thief."

Those Conflicting Survey Reports

A report from a school in the East takes the position that televiewing by the students causes grades to decline, while another survey in Texas maintains that the opposite conclusion is correct. These are but two of many such instances. Which is the right answer? Actually, both conclusions may be accurate. The apparent paradox is explained when such variables as age, sex, amount and kind of programming available, parental control, time of TV set ownership, and competing interests and activities are considered in the interpretation of the findings. Also, a one-time survey cannot hope to trace the complete pattern and therefore must report on that phase of the cycle current when the sampling was made.

A combination of the results of polls taken in contributing elementary schools as well as the high school reveals pertinent viewing tendencies based on age and sex, as shown in Table III.

As the novelty factor lessens its temporary dominance over the viewer, the steady trend to watch television less as the age increases is readily and progressively apparent in the case of the girls. There is a similar outcome with the boys, but an interfering factor enters at about the eleventh year with the latter group. Here the viewing average rises appreciably because of the boys' growing interest in spectator sports. Although televiewing has greater influence with the younger students, it sooner or later has to

vie with the outside interests of the adolescent, and finally encounters severe competition in the "later teens."

Program Preferences

For purposes of comparison, television program offerings are arbitrarily divided into six categories—variety, drama, sports, musical, news, and educational. The shortcomings of this arrangement are the different interpretations placed on these headings by the various age groups. Kukla, Fran and Ollie might be considered "variety" by a fourth-grader, while this same definition could only mean Milton Berle to a teenager. However, some basis of comparison is furnished and the trends revealed are quite consistent. Since the relative order of preference is shown, much more in the way of selection is revealed than if first choices alone were considered.

The girls are quite consistent in their program choices almost from the very beginning. Drama holds sway with the girls through the eleventh year and then gives way to variety as top choice. Music retains a strong third position from the eleventh year on. Sports practically repeats the music pattern, but in fourth place. The boys go

EDITOR'S NOTE

For more than three years Mr. Lewis has been in charge of television research, surveys, and experiments at South Shore High School in Chicago, Ill. From "regular and continuous" studies of the television habits of young people, he offers some rather reassuring data on the tapering off of this recent threat to health, homework, and household. Mr. Lewis is now a member of the faculty of Chicago Teachers College.

TABLE IV
PROGRAM PREFERENCE SELECTIONS BY AGE AND SEX

	Age	9	10	11	12	13	14	15	16	17	18
<i>Boys' preference</i>											
1st.....	D	V	D	S	S	V	V	V	V	V	V
2nd.....	S	D	V	V	V	S	S	S	S	S	D
3rd.....	V	S	S	D	D	D	D	D	D	D	M
4th.....	E	N	E	E	N	N	N	M	M	M	S
5th.....	M	M	M	N	M	M	M	N	N	N	N
6th.....	N	E	N	M	E	E	E	E	E	E	E
<i>Girls' preference</i>											
1st.....	D	D	D	V	V	V	V	V	V	V	V
2nd.....	V	V	V	D	D	D	D	D	D	D	D
3rd.....	M	S	M	M	M	M	M	M	M	M	M
4th.....	S	M	S	S	S	S	S	S	S	S	S
5th.....	E	E	E	E	N	N	N	N	N	N	N
6th.....	N	N	N	N	E	E	N	E	E	E	E

through quite a bit of juggling until the pattern becomes established after the eleventh year. Variety finally climbs to top spot, with sports second and drama third. It is fascinating to trace the increasing interest of the boys in musical offerings.

Of great significance is the fact that both the girls and the boys finally arrive at the same preference pattern in the eighteenth year. This "squares" with the maturity concept. Many other inferences can be drawn by comparing the vertical as well as the horizontal columns in Table IV.

Operating the Teleset

While video receivers have been simplified and the number of operating controls somewhat reduced difficulty is still experienced by students and their parents in adjusting the equipment to achieve an adequate image on the screen. One out of every eleven students reports this complication, but also informs us that one out of every five parents is similarly handicapped. Inquiries were made to determine whether faulty installations produced this condition, and the results were negative. It is certain, too, that a larger group than those admitting this deficiency exists, and this suggests another area in which the schools can take the lead in doing remedial instruction.

Changes in Parental Control

A little more than a year ago not much

parental control of televiewing was in evidence, with excessively long periods of viewing by the youngsters a direct result. The latest findings show this situation to be a thing of the past wherever the novelty effect has also been dispelled. In fact, the present situation is quite good and follows the pattern outlined in Table V.

TABLE V

WHEN HIGH-SCHOOL STUDENTS DO THEIR HOMEWORK
Arrangement *Percentage of all
Students Viewing TV*

Before viewing TV	69.0
After viewing	8.3
Pattern varies	8.3
Between shows	6.7
During school study periods	3.4
While watching TV	2.0
Miscellaneous9
Definite hour each night8

The two per cent who report they are able to study while watching television were interviewed, and had well-developed techniques to report. Apparently this generation is going to be able to adapt itself to TV and do other things while viewing, just as earlier generations have done with radio. Some of the reports follow:

"Most programs on television are not worthy of close attention. While doing my homework my attention is on the work, but should anything sound worth seeing, I shift my eyes to the screen. Of course, this only works with assignments requiring little mental power. On harder subjects such as college algebra and chemistry, silence is required. Another factor bearing on this subject is that organizing in your mind is the most important part

of the assignments. Writing down what you've organized is secondary."

"I can rewrite papers for various subjects, do simple geometry problems, go over spelling or language vocabulary while watching television. However, television programs have to be musicals, etc."

"I merely get all the work assembled on a table near the set. Usually musical, quiz, or variety shows are best, as almost all of these can be fully enjoyed without concentrated attention to the screen. I have always been able to do my homework much faster and more enjoyably by listening to music, baseball games, and plays. Somehow, I just can't work in peace and quiet. Now, as far as sports events are concerned: In a basketball game I look up when the announcer's voice sounds excited. As far as wrestling is concerned, all holds are the same and if you've seen one hold once, you can picture it without watching the TV screen. Most of my homework is typed, and music provides a rhythm for me to type by."

"When I have written homework I keep it right beside me and write along with the programs (films or variety shows) unless there is a climax or some other important part. In that case I stop for a few minutes. As for the homework that requires studying, I find the many commercials helpful, for the minute they appear I study."

Two years ago, almost all of the television receivers were in living rooms. Here is the present allocation of sets for 956 students reporting:

Living room, 761; dining room, 66; den or library, 60; basement or rumpus room, 31; bedroom, 23; porch, 10; TV room, 2; and one each in breakfast nook, kitchen, and sun porch. More than 100 of the sets had

been installed originally in the dining room or living room, and moved, subsequently, to other locations. This is a healthy sign, and strengthens the position that TV is rapidly being assimilated and put in a place where it will not upset the normal balance of living.

Career Interests

Four hundred thirty-eight students state that they have definite career interests in the video field. They are not all concerned with becoming performers in this newest entertainment medium, although such was the situation almost two years ago.

One hundred sixty-two had ambitions to become performers, but 76 wanted to be TV engineers, 75 wanted to become cameramen, and the balance of the list includes such pursuits as scenic artists, directors, makeup technicians, lighting engineers, script writers, musicians, announcers, models, producers, and costume designers. That these are not unfounded declarations may be judged by the fact that 99 of the students have already appeared on television in some capacity and 319 have visited television studios.

Educators and others interested in the impact of television on young people will have to view the problem in a broad perspective. The students have learned to live with it and the teachers must learn to work with it.



Among the Elite

In many ways you are fortunate to be in the teaching profession. For one thing, you will associate with only the better class of people in your community. There are two reasons for this: First, you are public property just like the post office, the city park, and the unmarried assistant pastor; and your conduct is being constantly censored by all the people in the community. Second, your salary will never permit you to run with the "fast set," even if you were oblivious to the first reason.—FRANK SISK in *Midland Schools*.

The Dead Hand of 1916

The logical purpose of the social studies is citizenship education. Good citizenship is one of the major aims of public education, but the social studies have not accepted the responsibility for citizenship education. They are overloaded with vestigial remains of the social sciences. The social-studies curriculum, still closely patterned after the recommendations of the National Educational Association's Committee on the Social Studies of 1916, is oriented to providing an introduction to college work in the social sciences.—ELDON G. WHEELER in *Kansas Teacher*.

Math Teacher Laments Those INTERRUPTIONS

By
CELIA E. KLOTZ

"Now when you're adding fractions—"
A knock comes at the door,
"Please excuse the following,
Choir practice in room four."
And "the office secretary
Must see without delay
The following boy and these three girls,
Please send them right away."

"All fractions, to be added—"
Two girls come bursting in
To say "there'll be a game tonight,
Come out and help us win."
"Now coming back to fractions,
Things you add must be alike."
Another note: "Send monitors
To hunt a stolen bike."

Announcements say the following
Won't come to class at all,
Tonight there's a class party,
They must decorate the hall.
The officers of Boy's Club
Will miss the period too,
They meet this period every week
To think up things to do.

And members of debate teams,
Gone all period yesterday,
We must repeat what we did then,
Foundation for today.

"In fractions you are adding
Lower figures must agree—"
The principal strolls in the room
To get some boys to see.

"And so denominators must
Be changed to be the same—"
In come the council members
To sell tickets for the game.
The lesson now is ended
As a bell peals through the air.
Perhaps it's even understood
By both of the kids still there.

I AM A mathematics teacher. For years,
before I went into college teaching, I
ran in the marathon of subject matter

against unorganized activity programs that
still exists in a surprisingly large number of
even our better high schools.

Like the rest of the classroom teachers I
felt we worked under a hopeless handicap.
Like the rest of the teachers my protests
were of the very mild and politely ineffective
variety because I had to work for a living
and could not afford to have the principal
announce, "We are very sorry, but
Miss X will not be with us another year."

I heard protests from town people who
employed high-school graduates. "Why
don't you teach them to add?" I heard protests
from parents whose children had finished
as honor graduates and then gone on
to flunk out of college the first time grade
reports were made. Secretly I hoped that at
least some of the more studious ones would
grab a few mathematical facts as they hurried
by from one activity to another. Honestly
I saw no reason why they should be
expected to do so.

Perhaps there was some doubtful solace
in the superintendent's assurance that everything
was being done for the best interest
of the student, that pupils who went to
this high school had a perfectly glorious
time, that no one of them could ever look
back on his high-school days with anything
like regret.

Now I teach college men. Most of the
ones I meet enrolled with high hopes of
eventually becoming engineers. A lot of
them cannot make the grade. I have talked
and worked with a number of these young
men who were not able to go on with what
they had planned to be their life's work because
they were so hopelessly lacking in

the knowledge of basic fundamentals upon which their college work must build. Maybe their high-school training was not to blame. A lot of factors besides high-school training enter into the makeup of a young college man, but almost without exception they have felt they could have been bigger people if they had been held to higher standards of work in their secondary-school classes. No one of them has fulfilled the superintendent's prophecy that no student could regret his high-school training.

I definitely do not disapprove of school activities. In fact I believe such activities offer real and valuable training which frequently reaches a part of the student that is completely out of reach of the ordinary classroom subject. I also agree wholeheartedly with the idea that high-school education should not be directed toward the one single end of college preparation.

On the other hand, shouldn't the child who knows he is going to college and who for that reason registers for the college-preparatory course, have a right to feel that finishing the course in good standing will not only prepare him to meet entrance requirements but enable him to carry on with his work as well? Can't a schedule of high-school class and activity work be arranged so that both subject matter and activities can operate in the same school without conflict?

Organization is a very potent magic formula. If properly administered, it can turn chaos into accomplishment. In the school system that is large enough to employ non-teaching administrators, organization is one of the main objectives they are paid to accomplish. I have seen several schools where a subject-free homeroom period at the beginning of the day absorbed all announcements, ticket selling, special conferences, pep rallies, and all other interruptions except those of really emergency nature.

In my field, at least, the shortened class period, cut to allow for the announcement period without lengthening the school day,

would be time very well spent if it would free the rest of the period from constant interruption. Subjects like fractions and decimals should be developed along a line of continuous thought. They are a bit too complicated and involved for the beginning student to follow while they are being batted around the class period in a ping-pong sort of fashion between ticket sales, football rallies, discipline lectures, and special drive collections, etc.

With a little forethought and advanced planning announcements can be collected and delivered in one package instead of individually by special messenger, regardless of time or of what they might be interrupting. Special practices and special activities should not exist as chronic conflicts with the subject load. To be specific, I have taught students who were registered to take algebra Monday, Wednesday, and Friday, but to skip algebra and go to band on Tuesday and Thursday. I once taught a seventh-grade arithmetic class where half of the boys were dismissed to play football every Tuesday and Thursday during the arithmetic period.

Is that common sense? If a subject is such that it can be carried on two days a week, why should any one be expected to spend five days a week on it? In a subject like mathematics, that builds each new idea on the step that has gone before, a missed period is much the same as a missing rung in

EDITOR'S NOTE

Miss Klotz criticizes the unorganized activity programs in many secondary schools as a particular detriment to mathematics teaching. She believes that a properly arranged schedule would have a time and a place for announcements and for activities—and for uninterrupted subject teaching, particularly mathematics. Miss Klotz, a former secondary-school mathematics teacher, is now a member of the faculty of Washington State College, Pullman, Wash.

a high stepladder. Is the idea that it is all right to agree to be two places at once a sound business practice that will help the child to success in his life after graduation? Or is it just another of those "convenient at the moment" ideas we condone in high school, only later to wonder why in the world the graduate hasn't sense enough to see that the same procedure is all wrong

when he is out in the business world?

Should a person who is employed in a bank expect to be given two days a week off without loss of compensation merely because he can also get a two-day-a-week job in a grocery store across the street and does not want to lose out on the benefits of either job? What is different about the band-algebra combination?



* * Findings * *

SIMPLIFIED CLASSICS: How difficult are the simplified, adapted classics which publishers have been bringing out for use with high-school students who have elementary-school reading ability? John R. Kinser and Natalie R. Cohan report in *The English Journal* on their tests of 38 simplified versions of 27 different classics issued by 4 textbook publishers.

They applied both the Flesch and Dale-Chall readability formulas to the books, using at least 4 representative samples of 100 words each from a book, and up to 12 samples of a few books. Included in the 37 simplified versions were books by Stevenson, Dumas, Clemens, Dickens, Cooper, Melville, and the Brontës. On some classics, competing versions of 2 and 3 publishers were considered.

Rated by the Flesch formula, most of the versions were of grade 6 or 7 placement, while by the Dale-Chall formula the versions tended to cluster around the 7-8 grade placement. According to Flesch, the 37 versions ranged only from grade 5 to grade 7 placement—but by the Dale-Chall formula, the same group of books was spread from grade 4 to grades 9-10 in difficulty.

CORE PROGRAMS: Only 3.6% of U. S. secondary-school students are enrolled in a core type

of curriculum organization, the U. S. Office of Education reports in *Offerings and Enrollments in High-School Subjects, 1948-49* (118 pp., 30 cents, Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.). But the core is typically a junior-high-school development. When junior high schools only are considered, 12.4% of their pupils are in core classes, and 15.8% of all junior high schools have a core program.

About 95% of all enrollment in core curriculums is in the English-social studies combination, sometimes with other subjects included. Science is part of the core for 12.5% of pupils, and mathematics for 7.7% of pupils, in core programs.

U. S. HISTORY: In 100 California senior high schools reporting, 80% of the teachers of U. S. history follow a single textbook closely, says Richard E. Gross in *California Journal of Secondary Education*. Some 65% of these schools place major emphasis upon the period of U. S. history since 1865 as a means of avoiding overlap with the junior-high-school course in the subject. Only 6% of the schools reported using the core approach in U. S. history, where 23% of the schools in the state used it in 1941.

LATIN: Only 4.42% of all students in West Virginia high schools in 1949-50 were enrolled in Latin classes, says C. G. Brouzas in *West Virginia School Journal*. Of 263 West Virginia high schools reporting, about half offer Latin. Some 40 of the schools that have no Latin courses would like to include them in the curriculum, but have been unable to find qualified teachers.

—♦—

EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope.

How Students *Four-year study indicates they know what they want* Select VOCATIONS

By
JAMES A. AUTEN

THERE ARE many factors affecting the vocational choice of high-school seniors. Any attempt to study the influence of all factors would be an insurmountable task. Some factors, however, are more significant than others and warrant special attention. With this idea in mind, the writer conducted a detailed study of some factors affecting the vocational choices of 450 senior students of Tucson Senior High School, Tucson, Arizona—56.7 per cent of registered seniors.

There was little change in vocational choice from 1947 to 1950.

Vocational choices of senior students expressed in 1950 did not differ greatly from choices expressed by the same students in 1947. This finding was especially significant in the choice of a profession. For example, of 157 professional choices in 1947, only 10 students (6.4 per cent) changed their choice of vocations in 1950.

Apparently, then, those senior students who selected professions in 1947 did so after careful deliberation. Thus any conflicting influences which might contribute to a change of profession during the three-year period had little effect on the choices of these students.

Significantly, 94 students (20.9 per cent) did not select a specific vocation in 1947. In 1950, however, 32 students (34 per cent) of this previously undecided group selected a vocation. Probably the school environment has been one of the factors in assisting these students to select a vocation.

In only a few instances did vocational choices in 1947 seem to lose favor with the

students in 1950. For example, 10 students chose journalism as a career in 1947 but only 2 students selected the vocation in 1950. On the other hand, 10 students indicated that they wanted to be mechanical engineers in 1947 but only 4 students selected the profession in 1950.

Conversely, several vocations seemed to gain in favor with the students. For example, only 6 students chose "scientist" as a profession in 1947 but 10 students chose the profession in 1950. It is difficult to state what factor or factors contributed to this increase in interest. It is probably due, in part, to increased interest by society in scientific investigation.

Only one student chose the armed forces as a career in 1947. In 1950, however, 14 students chose this vocation. Obviously, this definite increase can be attributed to the Korean War and the then impending inauguration of stringent draft regulations. Probably many youthful male students are now aware of the fact that if the United States is permanently committed to maintain a large standing military establishment, many good vocational training opportunities for youth are available in the armed forces. At any rate, more and more young students appear to be selecting the armed forces as a career.

Part-time employment "liked best" has little effect on vocational choice.

In most instances, senior students did not select vocations related to part-time employment "liked best." One hundred forty-eight (32.9 per cent) of the students included in the study indicated part-time employment

as "liked best." On the other hand, only 48 (32.4 per cent) of these students selected related vocations; 100 (67.6 per cent) did not select related vocations.

The findings of the present study in this respect are borne out by the results of a similar study by Pinney¹ in 1932. This concerned factors influencing the vocational choice of 916 high-school students in the Chicago area. The findings of that study indicate that summer or after-school employment was not particularly significant in the choice of a vocation in most cases.

This finding in itself is probably not significant because part-time employment should serve only as an "exploratory" medium. More students, however, should be encouraged to use some of their spare time in such employment. It is an excellent means of trying out a vocational preference.

All in all, after considering the data of the present study and the data of the Pinney study, it seems reasonably accurate to assume that part-time employment probably has little effect upon the vocational choice of most high-school students.

¹ Martha Pinney, "The Influence of Home and School in the Choice of a Vocation," *Journal of Educational Research*, 25:286-90 (January-May 1932).

Students rely on self-analysis before selecting a vocation.

According to data presented in Table I, students seem to favor five reasons for selecting a vocation. They are (in order of rank):

Entirely my own decision.

Long personal interest in the work.

Belief in my own personal qualifications.

Most suited to my abilities.

Practical experience in that line of work.

The nature of the suggested reasons and the students' responses thereto indicates that students are probably relying upon self-analysis of their own beliefs and opinions in making a vocational choice. While such reliance upon self-analysis is admirable, students should be encouraged to seek the advice and assistance of qualified individuals before making specific vocational choices.

Many vocational counselors feel that home influences play a great part in determining the selection of a vocation. The results of the present study, however, reveal that these influences play only a small and insignificant part in the selection. For example, only 73 students (16.2 per cent) indicated that their choice was influenced by "family suggestion or tradition."

The results of this study, however, vary

TABLE I
INDICATED REASONS FOR VOCATIONAL CHOICE AS EXPRESSED BY 450 SENIOR STUDENTS
OF TUCSON SENIOR HIGH SCHOOL

Rank	Reason	Number of Students Checking Reason	Per Cent (of 450 Students)
1.....	Entirely my own decision	247	54.9
2.....	Long personal interest in the work	244	54.2
3.....	Belief in my own personal qualifications	193	42.9
4.....	Most suited to my abilities	161	35.8
5.....	Practical experience in that line of work	125	27.8
6.....	Family suggestion or tradition	73	16.2
7.....	Vocational counseling and other guidance services at the school	58	12.9
8.....	Success of others	52	11.6
9.....	Most profitable financially	39	8.7
10.....	Friend's advice	30	6.7
11.....	Teacher's advice	27	6.0
12.....	Suggested by classroom study at school	15	3.3
	No response	27	6.0
	TOTAL	1,291*	

* Students indicated one or more reasons.

greatly in this respect from the results of a study, conducted by Peters² in 1940, of factors effecting the vocational choices of 380 high-school seniors in central Missouri. The results of that study seemed to substantiate the general belief that the home is the greatest single agency for the determination of a vocation for the young people of our country. In contrast to these findings, present results seem to indicate that present-day high-school students are influenced to a lesser degree by family factors than by other factors in the selection of a vocation.

Possession of abilities and special skills has little effect on vocational choice.

Senior students did not, in general, tend to select vocations related to assumed abilities and special skills which they believed they possessed and in which they had practice through contests, clubs, or other after-school activities. Only 112 (24.9 per cent) of all students surveyed selected vocations related to these assumed abilities and special skills.

For example, 68 students assumed that they had musical ability but only 6 (8.8 per cent) selected related vocations. Further, 59 students assumed that they had selling ability but only 7 students (11.9 per cent) selected vocations related to this assumed ability.

Participation in leisure-time activities has little effect on vocational choice.

The results of this study indicate that participation in leisure-time activities has little effect on the vocational choice of senior students. Four hundred forty-four students selected at least one or more leisure-time activities which they enjoyed and which they actively pursued. Only 84 (18.9 per cent) of these students, however, selected vocations related to these leisure-time activities. Six students specified that they did not participate in any leisure-time activity.

² Edwin F. Peters, "Factors Which Contribute to Youth's Vocational Choice," *The Journal of Applied Psychology*, 25:428-30 (1941).

EDITOR'S NOTE

How stable are the vocational choices of high-school students during their three years in high school? What are some of the more significant factors influencing their choices? Mr. Auten undertakes to throw some light upon these and other questions according to his three-year study of 450 students in Tucson, Ariz., Senior High School. The author taught in the Manatee County High School, Bradenton, Fla., for two years. He is a graduate student and former instructor in the University of Arizona at Tucson.

Students select vocations commensurate with expected educational plans.

Most senior students chose vocations in keeping with expected educational plans. Of 270 students who indicated that they plan to attend college after graduation from high school, 253 (93.7 per cent) chose vocations commensurate with these expected plans. On the other hand, 17 students (6.3 per cent) did not make such a selection. Vocations selected by the latter students were:

Vocational Choice	Number of Students Selecting
Beautician	1
Bookkeeper	1
Clerical worker	4
Cook	1
Machinist	2
Photographer	2
Printer	1
Rancher	2
Sales clerk	2
Service station attendant	1
TOTAL	17

Inasmuch as society places tremendous social and economic value on a college education, it would seem desirable for individuals of reasonable mental ability to have a college education. In vocations where a college education is not an essential requirement, it is probably more desirable to seek necessary training through actual participation on the job or through courses offered by various trade and vocational schools

rather than through formal college training. By actual participation on the job, or by taking trade and vocational courses, the student will probably save energy, time, and money.

Of 180 students who do not plan to attend college after graduation from high school, only 17 (9.4 per cent) chose vocations for which formal college training is desirable. Vocations selected by these students were:

Vocational Choice	Number of Students Selecting
Lawyer	1
Mechanical engineer	1
Nurse ^a	15
TOTAL	17

Students have some knowledge of the requirements of vocations selected.

Most senior students have at least some knowledge of the requirements of the vocations they have selected but many indicated that they want more information. According to data presented in Table II, the present study indicates that 246 students (54.7 per cent) wanted more information. Such data should stimulate school officials to provide these students with information about occupations, especially concerning qualifications and current opportunities.

TABLE II
ESTIMATED KNOWLEDGE OF REQUIREMENTS OF VOCATIONS SELECTED BY 450 SENIOR STUDENTS OF TUCSON SENIOR HIGH SCHOOL

Estimated Knowledge of Requirements	Number of Students	Per Cent of Total
None	6	1.3
Some	94	20.9
Extensive	76	16.9
Want More	75	16.7
None but Want Some	6	1.3
Some but Want More	147	32.7
Extensive but Want More	18	4.0
No Response	28	6.2
TOTAL	450	100.0

^a Formal college training is not required but is a desirable asset in competing for professional advancement.

Summary and Conclusions

1. Vocational choices of senior students expressed in 1950 did not differ greatly from choices expressed by the same students in 1947.

2. Only 6.4 per cent of the students who selected a profession in 1947 chose a different vocation in 1950.

3. In most instances, senior students did not select vocations related to part-time employment "liked best." This finding is borne out by the results of a similar study by Pinney in 1932 of factors influencing the vocational choice of 916 high-school students in the Chicago area.

4. Senior students included in this study are probably relying upon self-analysis of their own beliefs and opinions in making a vocational choice.

5. According to the results of this study, home influences probably do not play a great part in determining the selection of a vocation. The results vary greatly in this respect from a study conducted by Peters in 1940 of factors affecting the vocational choices of 380 high-school seniors in central Missouri.

6. Senior students did not, in general, tend to select vocations related to assumed abilities and special skills which they believed they possessed and in which they had practice through contests, clubs, or other after-school activities.

7. The results of this study indicate that participation in leisure-time activities has little effect on the vocational choice of senior students.

8. Most senior students chose vocations commensurate with expected educational plans.

9. Most senior students (but not all) have at least some knowledge of the requirements of the vocations they have selected. Many students (54.7 per cent), however, indicated that they want more knowledge of the requirements.

SCIENCE BEE:

Teams worked so hard that grades went up

By HENRY M. HOWARD, JR.

IT ALL STARTED as an experiment to improve the spelling in ninth-grade science classes. Opaque, Archimedes, environment, and sometimes inertia, were giving my boys and girls a hard time. A list of 250 key words and 20 "Men of Science" was mimeographed and given to each student. It turned out that the list was complete enough to be used as a basis for review of the first semester's work.

Students were told that these words were the answers to all the short-answer part of the mid-year examination. The two highest ranking students in each section chose sides for a four-day contest. The first two review teams chose the names "Drips" and "Drops," the second class "Morons" and "Moroffs," the third class "Electrons" and "Protons."

Rules for the contest were developed. Each team member was to write out five to ten questions. The answers to these questions had to meet two tests: (1) They must be a word or group of words—i.e., "center of gravity"—which was on the list. (2) The word or group of words must be found on one of the pages assigned for review on that day.

The first half of the text was divided into four equal parts and the first 62 pages assigned for the first day. Members of each team would ask questions of the other team. Each question was worth 3 points. The questioner received one point for each student who missed. The person who answered correctly received the balance. The person answering a question correctly asked the next question. If all three missed, the next in line had a chance to ask his question. Thus, it was possible for a contestant

to make six points at a turn if he answered a question correctly and then stumped three of his opponents with his question.

Individual scores and team scores were kept on master check sheets. After each question the distribution of the three points was announced and the next contestant named. Each day these check sheets were tabulated on official score sheets and posted on the bulletin board. It was not uncommon to see 20 or 25 pupils gathered around to compare scores as soon as the sheets were posted. Team effort was rewarded by giving 10 points per day to each member of the winning team.

Other rules of procedure were developed as the needs of the four-day contest became evident. Anyone discovering that either a question or an answer was incorrect took

EDITOR'S NOTE

A visitor from Mars, attending Mr. Howard's ninth-grade science classes the previous school year, might have received the impression that American children have a fanatical zeal for their studies, and that practically all earn passing grades. He would have been wrong about American pupils in general—but not very wrong about the ones in these science classes. What Mr. Howard had done was simply to divide each class into two competitive teams for the four-day review periods before mid-semester examinations and semester finals, and let the teams have it out with question-and-answer bees. This experiment was begun in Highland, N.Y., High School. Mr. Howard now teaches in Port Jervis, N.Y., High School.

the points from the person who made the mistake. If he failed to prove his point, he lost 3 points to his opponent. Sometimes it developed that two answers were acceptable. It was then necessary for the teacher to decide what was fair. Students soon found that any great amount of argument kept their team from making points. Extraneous remarks were soon eliminated and time for answering or asking questions was limited to ten seconds.

Since repetition of questions lost time, the students developed the habit of speaking clearly so that they could be heard the first time. Even the shy ones found that they were able to speak up in an emergency.

The results of the experiment were beyond expectations. Even the students who found the big words and involved principles difficult during the year were well prepared. Only one student ever came

to class with too few questions written out. Oddly enough, many of the high scorers were among those with scores in the low quarter of the class on the pencil and paper tests.

The students covered a large amount of ground. The top ranking class asked as many as 95 questions in one forty-minute period. Some of the questions were more difficult than I would have felt I could ask. The number of right answers to the "toughies" was surprising.

How did they make out on the mid-year exam?

Questions on every important principle in the first half of the book were answered with ease. Only four students obtained a mark of less than 65, and one of those four forgot to answer a ten-point question.

The most gratifying result was the increased interest in science.

Recently They Said:

Driver Education: Statewide

In California one no longer asks, "Are you teaching driver education?" You should more properly ask, "How well are you teaching Driver Education?" Driver education takes rank with English, United States history, and physical education as a subject required for graduation in all public high schools of California.—JOHN S. URLAUB in *California Journal of Secondary Education*.

Kidding Ourselves

Each decade brings its rash of new words added to the educator's lexicon. Sometimes they carry new ideas, while sometimes we have much the same old educational wine in new verbal bottles. Thus, "objectives" becomes "overviews," the comprehensive "course outline" becomes a "pre-plan," and so on. New words can be a most satisfying substitute for new ideas! But new words and slogans can win their way only when they seem to mean something different from the old ones, and this leads to a caricature of the older practices for purposes of contrast.

Straw men are erected and demolished, and un-

sound dichotomies are drawn, with the paths of righteousness plainly marked. All this is not a product of educational depravity, but an unfortunate by-product of misplaced enthusiasm and over-emphasis. Teachers and educators must, therefore, constantly strive to maintain a balanced perspective in which a constructive synthesis is not buried under a mountain of educational fads and extremes.—PAUL B. HORTON and RACHEL Y. HORTON in *Michigan Journal*.

Adult Ed.: 3 Methods

In the early days of adult education the bulk of the content was borrowed from the public schools and higher institutions. Much of this material was found to be inappropriate and unpalatable for adults. Content is now being selected, for the most part, by three methods. The first is through surveys of needs and interests of potential students. The second approach, used frequently in vocational education, is an analysis of objectives sought in order to determine the content requirements. The third approach has been the study of the community and its problems to discover profitable educational activities.—A. N. HIERONYMUS in *The Phi Delta Kappan*.



Events & Opinion



Edited by THE STAFF

RAID TAGS: Metal "raid tags" for identification in case of an atomic attack are being distributed to all pupils in kindergarten through grade 12 in New York City's public, private, and parochial schools.

SCHOOL SAVINGS: There's no dollar quota in the new School Savings campaign of the U. S. Treasury Department, but the goal is a big increase in the number of schools that are "helping students to save for their future" through the regular purchase of U. S. Savings Stamps and Bonds. The Treasury hopes to obtain 3,000 new installations of permanent, continuing School Savings programs. The campaign runs from November 19 to the end of the present semester. New study units, teacher manuals, posters, stamp albums, 2 technicolor films and a slide film on the program may be obtained free from the state offices of the Treasury's Savings Bonds Division, or from the Education Director, Savings Bonds Division, Treasury Department, Washington 25, D. C. If you don't have a weekly Stamp Day in your school, at least give the Treasury a chance to convince you of its value.

TROPIC ISLES: Thousands of readers will sigh in envy of Miss Eve Grey, who has a most romantic educational job. She is textbook writer and supervisor of educational publications for all of Micronesia, which is the Trust Territory of the Pacific Islands, formerly the Japanese Mandated Islands. Her "school district" stretches over about 50 degrees of latitude and 25 degrees of longitude, covering three million square miles.

All but a few thousand square miles are water, but that few thousand comprise a multitude of tropical islands, including the Marshalls, the Carolines, and the Marianas. Miss Grey's headquarters are in Honolulu, says *Hawaii Educational Review*, but her work includes travel to all parts of Micronesia to get acquainted with the island people and to study their educational problems.

TROUBLE IN KANSAS: Kansas school funds have suffered from two disasters in 1951, says C. O. Wright in an editorial in *Kansas Teacher*. First, an unfavorable winter paralyzed the wheat crop and caused a "staggering loss." Then the summer flood destroyed property equal in value to "half the normal annual income of the state. . . . Tax collections in many areas will be impossible for the property no longer exists and there is no income to pay the

collector. Schools which were flooded out will be further handicapped with blighted budgets." The flood, says Mr. Wright, has changed "the climate of social thinking in the state." The citizen who advocates a Federal dam project "is no longer branded a Socialist or a radical. Everyone now wants river projects."

EXHIBIT OPPORTUNITY: If you are an art teacher, or if you're just any teacher who likes to spend a Saturday painting autumn landscapes or some still-life group you whipped up out of apples, bananas, a ukelele, and an old piece of cheese, we have news for you.

The premiere Florida International Art Exhibition for professional artists, teachers, and amateurs will be held in February 1952 at Florida Southern College, Lakeland, Fla. And the announcement says: "There will be no rejections—all work submitted will be exhibited." The exhibition will be hung on the walls of the college's seven buildings, which were designed by Frank Lloyd Wright. The entrance fee is \$3, and all media may be submitted. The award prizes in cash, scholarships, and painting outfits totalled \$4,500 at one point, and were growing. In addition to Florida Southern College's cash and scholarship awards, the chief contributor of prizes is M. Grumbacher, Inc., New York and Toronto, which offers 58 complete painting outfits valued at \$1,500, and \$800 in cash.

We learned that while "all work submitted will be exhibited," applications for entry may have to be turned down at some point, as there's a limit to the exhibition space in the 7 buildings. So possibly you'd better hurry. Deadline on applications for entry is December 31, 1950, and all works must be received early in January 1952. For rules and application blank, write to Miss Donna M. Stoddard, Director of Art Department, 925 East Lexington St., Lakeland, Fla.

TEACHERS DAY: Alabama held its first Teachers Day on October 1, opening day of the Alabama State Fair, says *Alabama School Journal*. The teacher with the longest record of service in each of the 67 counties of the state was a guest of honor of the Alabama State Fair Authority for the occasion. The 67 teachers were given free transportation, hotel accommodations, and meals, and a one-hour program in which they were paid "special tribute" was held.

In the May 1951 issue of *THE CLEARING HOUSE*, this department reported the inauguration of Teachers Day in Florida, March 30—proclaimed by the governor of the state as an occasion on which citizens should "dedicate part of the day to reflective appreciation of teachers." The Florida Department of Education had suggested that other states take up the idea. If Alabama was following Florida's lead, it improved on the original. Some hypothetical "reflective appreciation" is not as concrete and tangible as free trips, lodging, and meals for 67 meritorious teachers, and a solid hour of specific appreciation of teachers.

If other states adopt the idea, we hope they will carry specific improvements even further. An improvement might be to have the observance of the day held in each community, for its own teachers.

HER OWN SHOW: Miss Tosca Masini, mathematics teacher in Sparks, Nev., Junior High School, has a radio show of her own, says Hyman Goldberg in the New York *Mirror* Sunday Magazine. It's the Tosca Masini Show, a regular feature on Station KWRN-ABC in Reno, Nev. During the course of the program she gives her opinions on the news and interviews "various celebrities like a bill collector, a high-school football star, and the Mayor."

No doubt many *CLEARING HOUSE* readers have dreamed of having local radio programs of their own. There are various ways of accomplishing that, but we offer a fairly sure way, based upon how Miss Masini did it. Win the eliminations in your state for the Atlantic City Miss America contest. Go to Atlantic City and win a \$1,000 scholarship in the talent division. And soon back home you, too, may have your own radio show.

LOW INSURANCE: Oregon teachers will save thousands of dollars through the Oregon Education Association's new low-cost automobile insurance plan, says *Oregon Education*. The OEA made a deal with an insurance company whereby members who are 25 or more years old can get automobile insurance (collision, medical, comprehensive, fire and theft) at a 25% discount from standard rates. And if the insurance company finds that its "loss ratio" on Oregon teachers is low, they'll get dividends in addition to the 25% discount.

DOUBLE-TALK: The hundreds of employees of the Economic Cooperation Administration in Europe have been ordered by Paul R. Porter, acting chief, to cut out the double-talk and start writing their reports, memoranda, and cables in simple, clear, concise English, reports Walter Kerr in the New York *Herald-Tribune*. Mr. Porter chided the employees for using words like "ratiocination," "dichot-

omy," "conceptual," "implementation," "built-in inflation," and "disincentive."

"The worst writing in English today is surely produced in the United States Government," Mr. Porter stated. "The internal papers used in making decisions are often more clumsy, obscure, and long-winded than the writing found in university social-science departments and law schools, whence has come much of the present-day corruption of style."

CLEAN ELECTIONS: Have you ever heard of the Honest Ballot Association? It is a non-profit organization, say Jhan and June Robbins in *This Week*, which supplies experts to supervise and patrol the elections of clubs, unions, and business and professional groups. And it is in existence because some of the shennanigans accompanying elections for "unions, universities, stockholders, educational groups (!) and veterans' organizations" would startle an old-time ward heeler. The items include stuffing ballot boxes, repeat voting, intimidation of voters, counting of ballots by officers up for reelection, and such-like matters.

In the elections the Association oversees, some of the crudest trickery has been attempted in some of the most dignified professional groups. On the other hand, the most polite and most orderly customers of the Association are the members of the House Wreckers Union. Local elections in which taxes for schools are voted upon provide some of the Association's toughest jobs. Sometimes 20 to 60% of the votes have been discovered to be fraudulent. In case you're interested, the HBA's charge for supervising an election is 40 cents per voter involved.



The Forgotten 5%

Usually a teacher is startled upon retirement to learn that his retirement salary is subject to income tax. He becomes dismayed—he may even become indignant—when he further learns that he is one of the forgotten 5% that is so treated.

That little pamphlet that we all studied before March 15 tells the story. It states in exact terms that all civil service and other pensions and annuities must be reported, but that social security and railroad retirement pensions should not be. The 60,000,000 social-security workers and the 700,000 railroad employees have a prospective pension, totally tax free. But the teacher, the public servant, and the annuitant must expect to report and be taxed, and upon retirement are taxed. . . .

This is one of the [problems] and inequities that occasioned the founding of the National Retired Teachers Association.—ETHEL PERCY ANDRUS in *California Teachers Association Journal*.



Book Reviews



ROBERT G. FISK and EARL R. GABLER, *Review Editors*

This Happened in Pasadena, by DAVID HULBURD. New York: The Macmillan Co., 1951. 166 pages, \$2.50.

This Happened in Pasadena is the story of how a small but vociferous pressure group was victorious in its efforts to oust a prominent school superintendent and nationally recognized educational leader from the Pasadena, Cal., school system. It might well be the story of what could have happened to you or any teacher or school administrator in any school system anywhere in these United States.

Attacks on American education have been and are being made in many sections of this country by groups of people who claim to be concerned about present-day educational programs, crying that our schools are neglecting the fundamentals of instruction, basically the three R's, and devoting ourselves to educational frills and fancies. Several of these organized groups are prominently listed on the Attorney General's list of subversive organizations,

one of the most prominently known playing an important role in aiding the group which brought about the Pasadena situation. Recent articles in leading magazines and newspapers have further emphasized the destructive influences of these organizations, which are bent on destroying present-day educational programs.

This Happened in Pasadena clearly shows the need for school personnel to enlist and maintain public understanding and support of the current school program so that there can be no doubt in the minds of the public as to its responsibilities to its children. A well-informed public is the best insurance against attacks like that in Pasadena bringing about the undermining of your schools.

What happened in Pasadena can happen anywhere, even in your own schools and community. Mr. Hulburd has endeavored to analyze the Pasadena incident so that other communities and school people may take steps to prevent similar situations

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Active Citizenship, by HARRY BARD and HAROLD S. MANAKEE. Philadelphia: John C. Winston Co., 1951. 506 pages, \$3.44.

Community Resources, by JOHN E. IVEY, WOODROW W. BRELAND, and NICHOLAS J. DEMERATH. Philadelphia: John C. Winston Co., 1951. 314 pages, \$2.56.

Both of these texts have much to offer social-studies teachers in junior and senior high schools. *Active Citizenship* is a broader and therefore more useful book than *Community Resources*.

Active Citizenship has many factual accounts of American life and practice; it relates civics to other subjects; it emphasizes learning by doing; has stimulating sections at the end of each chapter—"Writing your own local community civics book," "Discussing controversial issues," and "Reading for more ideas." The photographs and charts are numerous and well-captioned. The discussion of propaganda techniques is admirable. *Active Citizenship* faces up to lobbying, log rolling, and pork-barrel legislation, but somehow

ignores the problem of gerrymandering and unequal representation. The chapter on the U.N. and international cooperation provokes thought.

The valuable chapter on "wise consumer" purchases is compromised by the suggestion that "a particularly desirable feature of insurance saving is that it is almost compulsory savings." Life insurance and savings are two separate and frequently conflicting activities. It is often wiser to keep them separate, and not combine them in a single insurance policy. The question could also be asked why the authors refer to "your" government rather than "our" government.

The opening chapter on "Your Personality" and the tables at the end of the book deserve commendation.

Community Resources studies the changing nature of American life through examination of three communities, Little Sandy, Collinsville, and Ameropolis. It stresses the need for study of society with an intensity equal to the effort we devote to our studies of the physical world; and the need for planning life as against drifting.

The emphasis on the mental health of individuals and communities is adequate. Psychology deserves an important place in social-studies texts.

Community Resources opens with a story of the destruction of Hiroshima and the question, "Can community life survive?" The question posed is never answered, or even approached, since the destruction of Hiroshima was the result of warfare, and the succeeding chapters, while they contain stimulating material, do not deal with the causes of war. Though the authors stress the inter-relatedness of communities, it was the inter-relatedness of sovereign nations which destroyed Hiroshima. This latter relationship is not faced in *Community Resources*.

GARE SANDERS
University of Akron
Akron, Ohio

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The Girl's Daily Life (2nd Ed.), by ADELAIDE L. VAN DUZER, EDNA M. ANDRIX, ETHELWYN L. BOBENMYER, E. MAUDE HAWKINS, MARY E. HEMMERSBAUGH, and ELSA P. PAGE. Chicago: J. B. Lippincott Co., 1951. 646 pages, \$3.20.

Revision of this book, first published in 1944, will be well received by high-school teachers and students.

The 16 units adequately cover what is important to girls in their personal, social, and family life. The sections on Health and Physical Fitness cover many aspects of individual family and community health problems. The two units on food outline food needs from the standpoint of selection and management,

including a short section on food preparation. The four units on Clothing emphasize the selection and care of clothes, with special consideration given to personal grooming. The units on Business and Social Behavior will help girls of various ages in developing poise and understanding social and business etiquette.

Boys, as well as girls, will find much of interest and use to them in the units on Business, Behavior, Leisure Time, and Marriage as a career.

The illustrations are clear, attractive and well chosen. Situations and problems cited are within the experience of high-school girls.

The authors' knowledge and understanding of young people—their joys, desires and difficulties—are well explained throughout the book.

The suggested teaching activities and well-selected references add to the usefulness of the book.

ANN M. KROST

Consultant in Adult Homemaking
Board of Education,
Minneapolis 13, Minn.

Secondary Education—Guidance—Curriculum—Method, by C. B. MENDENHALL and K. J. ARISMAN. New York: William Sloane Associates, Inc., 1951. 424 pages, \$3.75.

The authors of this book have rendered a notable service to beginning and experienced teachers by clarifying the relationships between goals and practices of modern education. With the focus on implementation, an effort is made to help the reader gain insight into the concept of teaching through a consideration of factors which facilitate and inhibit learning, the nature and needs of the adolescent learner, the role of human relations in the classroom, and the procedures, techniques, and processes for recording and appraising growth. Within this framework current and past curricular practices and classroom method are critically examined.

One of the highly useful devices employed by the authors to introduce the profession to the beginner is a canvass of problems encountered by graduates of Ohio State University in their initial year of teaching. This series of basic concerns and questions combined with the "hints to the beginning teachers" gleaned from experienced teachers represents a rich resource for creative thinkers who are genuinely seeking to improve the quality of teaching.

Other noteworthy features of the book include a selected bibliography and a self-inventory which is designed to stimulate further thinking by enabling the reader to apply the educational principles discussed in each chapter to typical problems.

Although primarily addressed to members of the teaching profession, this book would be useful to

the layman who examines the responsibilities of education in the development of a democratic character in adolescents.

ARDELLE A. LLEWELLYN
School of Education
New York University

Automotive Service and Trouble-Shooting, by WILLIAM H. CROUSE. New York: McGraw-Hill Book Co., Inc., 1951. 138 pages, paper bound, \$1.20.

William Crouse in this new workbook, *Automotive Service and Trouble-Shooting*, has dealt very efficiently with the problem of organizing effective trouble-shooting experience for the student of auto mechanics.

The problems are well chosen and arranged in logical sequence, from the engine and accessory systems through the chassis. The workbook is in fact, as the author states, "a combination shop guide, study guide, notebook, and work-progress report."

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Basic Science, by J. DARRELL BARNARD and LON EDWARDS. New York: The Macmillan Company, 1951. 631 pages, \$3.40.

A careful consideration of the illustrations and diagrams of *Basic Science* will emphasize the appeal of this textbook to beginning science students. The illustrations are artistic, exact, and appealing. The drawings in almost every instance are new, adequate, and clear. The large illustrations at the beginnings of the units and chapters have a freshness not usually found in a textbook. All illustrations may be used as teaching devices in the extension of experiences not available to the ordinary student.

The limited definitions expressed with clarity form a particularly fine glossary. Its availability, simplicity, and pronunciation guide will cause it to be used over and over. This glossary is followed by an index that has been arranged for quick consultation—and includes all essential references.

The format is effective in several areas—that of size, double-column arrangement of copy, and bold-faced-type paragraph leads. The summaries, reviews, and experiments, however, do not seem to stand out with the simplicity that characterizes the entire book content.

HELEN L. MERRILL
Fletcher High School
Jacksonville Beach, Fla.

Learning to Write (rev. ed.), by REED SMITH, WILLIAM PAXTON, and BASIL G. MESERVE. Boston: D. C. Heath and Co., 1951. 498 pages, \$2.88.

This text is a step forward in introducing the high-school student to the wonders of the English language.

First, there is an amount of realism in the approach. It sees grammar as a changing phenomenon, so that the learner must be trained to observe properly if a firm grasp is to be obtained. Authorities are cited and history is reckoned with to prove this point.

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BULLETIN BOARD NEWS

The November Clearing House Is Here

The following excerpts are clues to good professional reading in THE CLEARING HOUSE for November.

The writer, in his experience [in England], has never talked with anyone—headmaster, teacher, student, or member of the general public—who favored coeducation.—*Joel B. Montague, Jr.*, p. 135

The results of all this careful preparation have been most heartening. The scholarship department has existed for over two years, and the number of students who make use of it—and who have found college possible through it—grows each semester.—*Louise Edna Goeden*, p. 137.

"Anyone can teach English" is an ancient axiom of uneducated educators; and it is time for all administrators to renounce it. When a teacher is ready to retire, let him retire, but not to the English department.—*Frank M. Durkee*, p. 140.

"Something That Makes My Blood Boil" compositions are always among the most popular written by the members of my classes.—*Edgar Logan*, p. 160.

When the afternoon sun leveled its beams through the west window and the girls' gym classes outside combined noise and high spirits, it was not strange that the boys' interest should be distracted. Only firm measures could force a symbol of attention.—*Hazel M. Mortimer*, p. 163.

Most teachers have middle-class origins, and by conforming to the values of their class they are likely to condemn a lower-class child, his family, and his friends.—*John A. Ratliff*, p. 157.

Educators and others interested in the influence of TV on young people will now have to view this problem in a new perspective. It no longer is the threat to the youngsters' studies and health that it appeared to be a year or more ago.—*Philip Lewis*, p. 168.

I have taught students who were registered to take algebra Monday, Wednesday, and Friday, but to skip algebra and go to band on Tuesday and Thursday. I once taught a seventh-grade arithmetic class where half the boys were dismissed to play football every Tuesday and Thursday during the arithmetic period.—*Celia E. Klotz*, p. 173.

At Montgomery Blair no project, local or state, which will further library progress has been too big for teachers and students. One has seen teachers and students tearing out a brick wall to enlarge the library; giving annual gifts such as Webster's unabridged dictionary, an electric clock, Demco letters; binding the *National Geographic*; creating pamphlet and picture files.—*Elizabeth Stickley*, p. 152.

Articles featured in the November Clearing House:

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Modern Mystery and Adventure Novels: Portrait of Jennie by ROBERT NATHAN, *Jamaica Inn* by DAPHNE DU MAURIER, *The Thirty-Nine Steps*, by JOHN BUCHAN, and *Dr. Jekyll and Mr. Hyde* by ROBERT LOUIS STEVENSON; edited and abridged by Jay E. Greene. New York: Globe Book Co., 1951. 554 pages, \$2.96.

This volume is designed to direct the taste to what is best in mystery fiction. Each story has been carefully selected. The editor feels that "We can properly classify novels of mystery under three distinct headings: *detection*, *mystery* (in the sense of the puzzling and inscrutable) and *horror*." He has included a story from each category.

In none of the stories is the raw effect of horror and fear over-exaggerated. Every one is finely drawn by the hand of the true artist. The shading of suspense and mystery in each is different, and the effect of each is pleasing. They leave one with the grand feeling that there is no mystery that does not have a solution. There is no problem or circumstance, if properly and persistently attacked, over which man does not have dominion.

Portrait of Jennie is a haunting whimsical mystery. *Jamaica Inn* gives us a girl of stout heart and great courage fighting against the mystery of a place. *The Thirty-Nine Steps* is a sharp, sensitive spy story drawing out the riddle of who and why. *Dr. Jekyll and Mr. Hyde* is by all standards a horror story, drawn by the hand of a master story teller.

MRS. FLORIDA YELDELL
School of Education
New York University

The School Administrator and Subversive Activities—A Study of the Administration of Restraints on Alleged Subversive Activities of Public School Personnel, by E. EDMUND REUTTER, JR. New York: Bureau of Publications, Teachers College, Columbia University, 1951. 136 pages, \$2.85.

The subject uppermost in almost everyone's mind today is communism and its possible infiltration into our American life. Thinking men realize that perhaps the most insidious way of spreading this subversive doctrine is through the schools, and they know that such a danger must be avoided. It is with the principles to be observed in placing necessary restraints on activities alleged to be "unreconcilable to American democracy" among public-school personnel that Dr. Reutter's book deals.

The material in the first eight chapters can be roughly divided into two areas. In the first the au-

thor presents the historical background of the problem and a compilation and thoughtful analysis of what has been and is being done on the federal, state, and local levels to prevent undesirable persons from obtaining positions where they can influence American youth.

In the second he gives the reader a composite picture of the opinions of 236 leaders in six types of positions in the field of education as they concern such policies as the requirement of sworn statements of loyalty, the composition of the body trying a person accused of subversive activities, and the disposition of cleared personnel.

In the last chapter the author, in the light of his study of the field, suggests certain adaptable procedures for the administration of restraints on officials and teachers in the public school system.

Dr. Reutter has included a carefully selected bibliography for those who wish to delve deeper. The book is a signpost to the road between the one extreme of passively allowing subversive teaching and that of the "witch hunt" and thought control of the teacher. It should certainly be in the hands of every school administrator as well as in every faculty library.

EVANS A. MEINECKE
Cranbrook School
Bloomfield Hills, Mich.

PAMPHLETS RECEIVED

Peoples of the Southwest: Patterns of Freedom and Prejudice, by W. HENRY COOKE. New York: Anti-Defamation League of B'nai B'rith, 1951. 36 pages, 25 cents.

What Parents Can Do to Help Their Children in Reading, compiled and edited by RUSSELL G. STAUFFER—Proceedings of the First Annual Parent Conference on Reading of University of Delaware. Newark, Del.: Reading Clinic, School of Education, University of Delaware, 1951. 49 pages, \$1.

Asia in the Social-Studies Curriculum, by LEONARD S. KENWORTHY. Brooklyn 10, N.Y.: The Author, Brooklyn College, 1951. 44 pages, 50 cents.

Sources of Free Pictures, 27 pages.

Sources of Free and Inexpensive Teaching Aids, 38 pages. Selected by BRUCE MILLER. Ontario, Cal.: The Author, 1951. 50 cents.

Motion Picture Discrimination—An Annotated Bibliography, by EDGAR DALE and JOHN MORRISON. Columbus, Ohio: University Press, Ohio State University, 1951. 41 pages, 50 cents.

Helping Children Talk Better, by C. VAN RIFER. Chicago: Science Research Associates, 1951. 49 pages, 40 cents.

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The Clean Look, 30 min., sound, color, a Stanley Neal production for Armour & Co. Subject is good grooming for women. Different types of women, including a teenager, demonstrate proper methods of washing the face and body; applying makeup for "natural" look; washing, brushing, setting hair; and sitting, standing, exercising, to gain good posture. Both films may be borrowed by schools for just the transportation charges, from the distributor, Association Films, of New York City. (Jr. H., H. S., Coll., Adult)

LOVE: *How Do You Know It's Love?*, 1¼ reels, sound, color or black-and-white, issued by Coronet

Films, Chicago, Ill. This film is intended to give young people a basis for thinking clearly about "being in love." It shows that the mere feeling of attraction is not enough for a happy marriage, and explains that there are certain factors that can help a person to judge whether his love is mature. It shows how love grows through normal, typical stages, and lays the basis for understanding, discussion, insight, and judgment of this problem as it affects young people. (H.S., Coll., Ad.)

TRANSPORTATION: *Transportation—Our Nation's Bloodstream*, filmstrip issued by Audio-Visual Materials Consultation Bureau, Wayne Univ., Detroit, Mich. The first of the Bureau's 1951-52 series of filmstrips on contemporary affairs. Deals with the nation's vast network of transportation—a broad concept including pipelines, conveyor belts, and elevators. To illustrate the variety and complexity of our transportation system, the movement of one product, gasoline, is followed from oil field to consumer. Current transportation problems are presented for post-showing discussion. (Jr. H., H. S.)

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